DOCUMENT RESUME

ED 324 260 SO 030 226

TITLE	Integrated Occupational Program Social Studies 16 Program of Studies/Curriculum Guide: Interim 1990.
INSTITUTION	Alberta Dept. of Education, Edmonton. Curriculum Branch.
REPORT NO	ISBN-0-7732-0211-0
PUB DATE	90
NOTE	66p.
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*Citizenship Education; *Curriculum Design; Curriculum Development; Foreign Countries; High Risk Students; *Remedial Programs; Secondary Education; *Social Studies; Student Educational Objectives; Thinking Skills
IDENTIFIERS	*Alberta

ABSTRACT

The Integrated Occupational Program (I.O.P.) was developed in Alberta, Canada for students who have experienced difficulty in learning. The I.O.P. Social Studies 16 Program, like all I.O.P. curricular documents, has adopted the format of combining the program of studies and the curriculum guide into one document. The following aspects of the program are covered: rationale, philosophy, goals of the social studies program, model for the social studies program, development of interpersonal skills to enhance functioning in the social sphere, required and elective components, learning resources, planning, methodology, evaluation, and presentation of content/scope and sequence. (DB)

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INTEGRATED OCCUPATIONAL PROGRAM

Program of Studies/Curriculum Guide

SOCIAL STUDIES 16

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ADDENDUM

Addendum to Integrated Occupational Program Program of Studies/Curriculum Guides 16-Level Courses

COMMUNITY PARTNERSHIPS

School administrators and teachers are advised that the **APPLICATION FOR APPROVAL OF WORK SITES/STATIONS** (Parts A and B) must be completed for each work site/station at which an Integrated Occupational Program (I.O.P.) student is placed.

In addition, each student involved in any off-campus I.O.P. learning activity must be registered by the school/school jurisdiction as being placed in an approved work site/station.

Specific procedures and legislation about work experience (community partnerships) is provided in the following documents:

Alberta Education Program Policy Manual
(Available upon written request from Central Support Services,
11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.)

Work Experience Program: Teacher Resource Manual Junior and Senior High School,
Alberta Education, 1990
(Available from the Learning Resources Distributing Centre,
12360-142 Street, Edmonton, Alberta, T5L 4X9.)

Social Studies 16

Program of Studies/Curriculum Guide

Grade 10

INTERIM 1990

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education.
Social studies 16 program of studies/curriculum guide: interim - 1990

ISBN 0-7732-0211-0

1. Social studies -- Study and teaching (Secondary) -- Alberta. I. Title.
II. Integrated Occupational Program.

H69.A333 1990 300.7

NOTE

CURRICULAR DOCUMENT FORMAT

To provide educators with a comprehensive overview of the Integrated Occupational Program, all I.O.P. curricular documents have adopted the format of combining the program of studies and curriculum guide into one document. The shaded statements or segments within this document indicate the prescriptive contents of the program of studies. All other advice and direction provided are suggested only.

METRICATION POLICY

It is the policy of Alberta Education that "SI units become the principal system of measurement in the curriculum of the schools in the province". In preparing students for transition to the workplace where Imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the practical arts/occupational component of the Integrated Occupational Program.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

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ACKNOWLEDGEMENTS

The Integrated Occupational Program Social Studies 16 *Program of Studies/Curriculum Guide* has been developed through the cooperative efforts of many individuals. Each person's contribution is sincerely appreciated. The program has also benefited from the validation of a number of educators across the province. Their comments provided valuable assistance and direction.

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RATIONALE

The Integrated Occupational Program (I.O.P.), was developed as an outcome of the Secondary Education Review and subsequent *Secondary Education in Alberta Policy Statement* (1985).

In recognition that the needs of both the individual and society may best be served through the provision of school experiences tailored to meet student needs and abilities, the *Policy Statement* directs that a program be developed for students who have experienced difficulty learning. This program is the Integrated Occupational Program and articulates with a similar program in the junior high school.

The Policy Statement further directs that:

> "A Certificate of Achievement will be awarded to those students who, because of their abilities and needs, have taken the Integrated Occupational Program. The certificate will recognize their achievement in that program." (p. 23)

The need to develop programs for students with exceptional needs rests on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta Policy Statement* (1985) "A respect for the unique nature and worth of each individual" (p. 7).

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the ways children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There is no fixed pattern, nor is there any predictability to children's learning, given a novel intervention such as an integrated curriculum. Each child's learning pattern, style and pace is unique, reflecting past experiences and the Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the "normal" range of learning potential, thus every effort must be made to offer experiences which provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare these students for meaningful participation in our democratic society. (For additional information, refer to *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, Alberta Education, 1989, pp. 1-4.)

The purpose of the Integrated Occupational Program is to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational Social Studies Program is designed for students who have experienced difficulty with social studies in the regular program, and focuses on the need of the learner to experience success. Social Studies 16-26 provides the essential knowledge, skills and attitudes needed for students to become responsible citizens and contributing members of society. Major emphasis is placed on the development of process, communication and participation skills, and inquiry strategies in order to enhance student ability to answer questions, make decisions, solve problems and adjust to changing circumstances.

The Social Studies 16-26 program parallels the goals, knowledge, skills and attitudes of the Social Studies 13-23-33 program in keeping with the abilities and needs of students and the philosophy of I.O.P. This articulation with the regular program may facilitate successful transfer of some students from I.O.P. to regular social studies courses. Additional goals, knowledge, skills and attitudes are included in the Integrated Occupational Social Studies Program reflecting the nature and needs of the student and the life skills focus of the program.

Although the Social Studies 16-26 program parallels the Social Studies 13-23-33 program in numerous ways, differences occur in the following areas. (Additional information about the items listed below is provided within the preamble of this document.)

- Scope of the prescribed component. Knowledge from Social Studies 13, Topic B, are incorporated into the Social Studies 16 program in keeping with abilities and needs of students for whom the program is intended. Skills from Social Studies 13 and 23 are included in keeping with abilities and needs of students. Students are expected to develop positive attitudes toward lifelong learning and responsible citizenship.
- Evaluation. Ongoing teacher, peer and self-evaluation, using a variety of formal and informal methods is encouraged in both programs. Student ability to develop and apply self-monitoring and self-assessing strategies is emphasized throughout the Integrated Occupational Program. Evaluation in Social Studies 16-26 should promote success and focus on individual student growth based on a diagnostic/developmental approach.
- Integration across the curriculum. Where appropriate, social studies knowledge, skills and attitudes are applied throughout the curriculum. Integration across the curriculum is designed to assist students to generalize social studies knowledge, skills and attitudes in order to extend their application to other subject areas.
- Community partnerships. Activities designed to bring the community into the classroom and take the classroom to the community are major components of all I.O.P. courses. Community partnerships will enhance student awareness of community resources and assist students to apply curriculum to real-life situations.
- Application to real life experiences. In keeping with the idea that individuals learn best when knowledge, skills and attitudes are addressed within contexts that are interesting and meaningful, the prescribed components are related to student experiences and real life situations throughout this *Program of Studies/Curriculum Guide* and the *Teacher Resource Manual*. Integrating knowledge, skills and attitudes across the curriculum and applying these to various "real life" situations provide opportunities for review and reinforcement.
- Learning styles. Learning styles of I.O.P. and regular program students may differ. The range of student learning styles within one I.O.P. classroom may vary greatly. Teachers are encouraged to determine learning styles and organize for instruction using a diagnostic/development approach in keeping with student learning styles.
- Student and teacher resources. Student basic learning resources were selected in keeping with student abilities and needs and differ from materials selected for regular program students. Teachers are encouraged to use the Social Studies 16 *Program of Studies/Curriculum Guide*, the *Teacher Resource Manual* and community resources when planning for instruction.
- Teaching strategies. A variety of teaching strategies are suggested on the basis of their appropriateness to the developmental level of students for whom the program is intended.

In a rapidly changing technological society, students require effective critical/creative, problem-solving and decision-making skills. The social studies program enhances student ability to make intelligent choices and understand that one must live with the consequences of personal decisions. Students are encouraged to develop realistic aspirations regarding their future endeavours and responsible attitudes toward citizenship. The course content is the context in which skills and attitudes are developed and comprises history, geography, economics, current affairs and social sciences.

The social studies program is designed to mediate, reinforce and extend knowledge, skills and attitudes addressed in preceding social studies courses within appropriate contexts as determined by the abilities, needs and interests of students. In addition, new knowledge, skills and attitudes will be developed to enable students to progress through increasingly higher learning levels.

PHILOSOPHY

In keeping with the philosophy of social studies programs in Alberta, the Integrated Occupational Social Studies Program considers the following:

- Nature and needs of the learner. The program is designed to accommodate the abilities, needs, interests, cultural heritage and learning styles of each student.

- Nature and needs of a changing society. The program is designed to develop knowledge, skills and attitudes that will enable students to become responsible, participating members of society. Process, communication and participation skills, and inquiry strategies will prepare students to function successfully in a changing, multicultural society.

- Nature of knowledge in each area of social studies. History, geography, economics and social sciences are incorporated in keeping with the abilities, and needs of students.

- Learning environment. Teachers are encouraged to adapt delivery and design of the prescribed program in keeping with the abilities, needs, interests, learning styles and cultural heritage of students. School and community resources are to be considered and teachers are encouraged to enhance program delivery through a variety of activities that promote community involvement and recognition of cultural groups within the community.

The Integrated Occupational Social Studies Program focuses on individual growth and the needs of the learner. The program will enhance students' ability to:

- become self-motivated and self-directed decision makers
- gain increased confidence in taking risks, accepting challenges and making decisions
- develop a sense of self-worth and confidence in their ability to participate responsibly in a changing society.

Student development occurs best when unfamiliar knowledge and skills are built upon students' strengths and familiar experiences. Attitude and self-esteem are powerful influences over learning, therefore, the program must foster in each student a positive self-concept and a positive attitude toward learning. The knowledge, skills and attitudes imparted must also:

- provide meaningful and relevant experiences and content
- relate to the cultural heritage of the student and the community
- be appropriate to student ability
- provide for student success
- provide the knowledge necessary to make informed decisions.

Students vary in the ways they receive, process, recall, apply and communicate information. Each student may have a preferred learning style. Instructional planning and delivery requires careful assessment of each student's developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery at the local level may be necessary to ensure that individual student needs are being met.

The Integrated Occupational Social Studies Program has been developed within contexts that are meaningful and relevant to the student. Many instructional opportunities are provided to facilitate learning through "thematic" study, through the integration of skills "across the curriculum" and through the application of skills to "real life" situations. These approaches add a motivational dimension to the program and provide students with the direct assistance they need

to transfer specific skills to more generalized situations. Relating social studies to real life experiences and to other subject areas in this document and the *Teacher Resource Manual* further supports the integrated approach to learning.

Although students are at various stages of cognitive development, many are at the concrete operational level. Students will think logically about events and things in the context of immediate experiences. Progression to the formal (abstract) level will be enhanced when initial emphasis is placed on learning activities at the concrete, experiential level.

Opportunities are provided for students to identify, develop and apply strategies needed to process information. Activities designed to expand student development of process skills, critical/creative thinking skills and inquiry strategies are integrated throughout the social studies program. Strategies for acquiring, interpreting and communicating information, solving problems and making decisions will provide students with systematic and logical approaches for managing unfamiliar situations.

The Integrated Occupational Social Studies Program is designed to accommodate the abilities, needs and interests of the student by providing opportunities to promote a further understanding of traditional social studies as it relates to an appropriate knowledge base and the changing family, community, provincial, country and world environments. In addition, this social studies program expands the concept of "social" to include the personal and interpersonal skills necessary for students to develop into responsible citizens at home, at school, in the workplace and in the global community.

GOALS OF THE SOCIAL STUDIES 16 PROGRAM

Students in the Integrated Occupational Social Studies Program will be expected to acquire the essential knowledge, skills and attitudes to become responsible citizens and to participate responsibly in society. Responsible citizenship requires the development of critical thinking skills in order for individuals to become knowledgeable, have purpose and make responsible choices. Responsible citizenship in a democratic society such as Canada's requires the understanding and the exercising of rights and responsibilities by individuals and groups. In Social Studies 16, students will gain an understanding of the rights and responsibilities for participation in the Canadian political process and Canadian society; and relate rights, responsibilities and laws to the workplace.

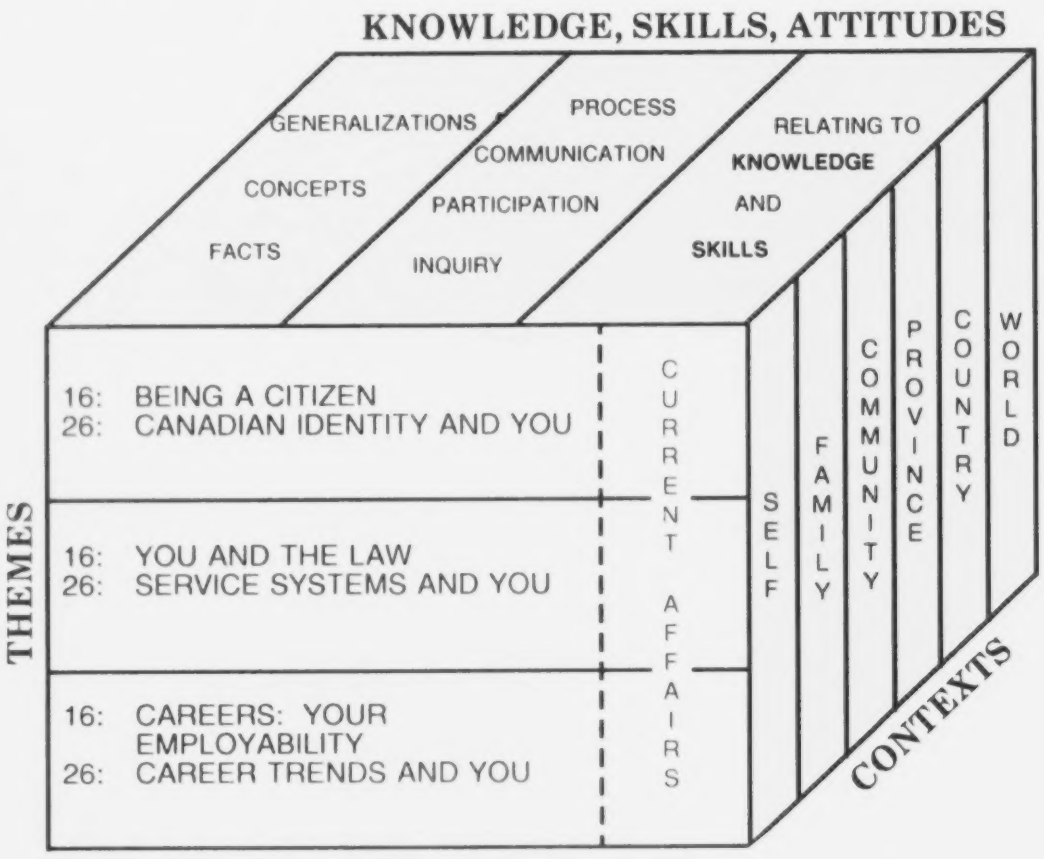
To facilitate the development of responsible citizenship, students will be expected to:

- develop an understanding of the roles, rights and responsibilities of citizens in a democratic society and citizens in the global community
- develop the ability to participate constructively in the democratic process
- respect the dignity and worth of self and others
- apply social studies knowledge, skills and attitudes to a variety of situations
- relate world to community and individual employment opportunities
- apply critical and creative thinking skills, process skills and inquiry strategies to a variety of situations
- use participation and communication skills to enhance personal and interpersonal development
- recognize why laws are needed and how they are made
- develop an understanding that individuals have the power to use a variety of methods to influence political decisions
- recognize that compromise and cooperation are methods used to resolve conflicts
- develop positive attitudes toward lifelong learning and responsible citizenship.

MODEL FOR THE SOCIAL STUDIES PROGRAM

The model for the Integrated Occupational Social Studies Program illustrates an integration of program dimensions. The three faces of the developmental model provide the basis for an integrated program.

- The **KNOWLEDGE, SKILLS and ATTITUDES** represented by the top face of the developmental model constitute the prescribed component of the program. Course content provides the foundation through which knowledge, skills and attitudes are developed.
- The **CONTEXTS** provide relevance for student learning. Learning begins with self and evolves through family, community, province, country and the world as students' understanding of relationships develop.
- The **THEMES** provide the vehicle through which the learning of knowledge, skills and attitudes may be facilitated. Themes are presented in the Presentation of Content/Scope and Sequence section of this document (pp. 33-62) and are developed further in the *Teacher Resource Manual* (available through LRDC, see p. 13).



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KNOWLEDGE, SKILLS AND ATTITUDES

Knowledge, skills and attitudes reflect the prescribed component of the social studies program and are detailed in the Scope and Sequence and the Program of Studies/Presentation of Content section of this document. The knowledge, skills and attitudes that are identified are appropriate for lifelong learning and are intended to foster responsible citizenship within the home, school, workplace, community, province, country and world.

Knowledge, skill and attitude objectives are interrelated and should not be addressed separately or sequentially. The achievement of any one objective is directly related to the achievement of another; hence, they should be pursued simultaneously. The responsible citizen applies acquired knowledge, skills and attitudes in the school, the family and the community.

In order to understand why people act the way they do, one has to examine the underlying reasons for their actions, including their values. Development of understanding of values (identification, definitions, descriptions) is incorporated in the knowledge objectives, and development of competencies (value analysis, decision making) is incorporated in the skill objectives.

KNOWLEDGE OBJECTIVES

Knowledge objectives for social studies topics are organized through generalizations, concepts and facts. A generalization is a rule or principle that shows relationships between two or more concepts. A concept is an idea or meaning represented by a word, term or other symbol that constitutes a class or group of things. Facts are parts of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

The generalizations and key understandings, concepts, and related facts and content to be addressed throughout the program consider the abilities, needs and interests of students and are intended to assist learners to develop a thorough knowledge base appropriate to social studies. The generalized objectives are the key understandings within each topic. The concepts and related facts and content should be developed and used to facilitate an understanding of the generalized objectives.

This *Program of Studies/Curriculum Guide* is organized into three knowledge areas focusing on participatory citizenship, laws, and career preparation. Related generalizations, concepts, facts, skills and attitudes are addressed within each section.

SKILL OBJECTIVES

The skills component of the program is intended to provide opportunities for students to develop and apply process, communication and participation skills, as well as inquiry strategies. The skills and strategies addressed in social studies will enhance personal and interpersonal development.

Skill objectives for social studies are grouped into the following categories:

Process Skills – help one acquire, evaluate and use information and ideas
Communication Skills – help one express and present information and ideas
Participation Skills – help one interact with others
Inquiry Strategies – help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences in using strategies such as problem solving and decision making.

A comprehensive list of social studies skills is contained in the Social Studies 16 *Teacher Resource Manual*. This "Skill Development Chart" illustrates the skills that may be included at each grade level of the Integrated Occupational Social Studies Program.

ATTITUDE OBJECTIVES

The attitude objectives describe ways of thinking, feeling or behaving and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

Note that a detailed list of specific knowledge, skill and attitude objectives is contained within the Scope and Sequence section of this document.

CONTEXTS FOR INSTRUCTION

The value and meaning of learning increases when students understand the effect of course content on their personal lives. To enhance understanding, the contexts for instruction in Social Studies begin with self (i.e., the student's current knowledge and experience) and extend to situations within the family, community, province with which the student can readily identify. As students become comfortable with knowledge, skills and attitudes applied to these familiar contexts, instruction is then extended and applied to the less familiar contexts of country and world.

THEMES

The division of content into knowledge, skill and attitude objectives is not intended to provide an organizational model for teaching the topic. However, a thematic focus based on a topic, issue or concern provides the applications and tasks in which knowledge, skills and attitudes are combined into meaningful activities. Flexibility in selecting and designing an instructional organization for the topic is intended to accommodate the needs of students, maximize the use of available resources and allow for coordination of instructional planning. The thematic approach emphasizes the fact that knowledge, skill and attitude objectives are to be addressed simultaneously. The themes in Social Studies 16 are Being a Citizen, You and the Law, and Careers: Your Employability.

Organizing for instruction using themes provides opportunities for students to apply inquiry strategies to solve problems and make decisions that relate to real issues affecting their lives. Themes are developed in the Presentation of Content section of this document and expanded upon in the *Teacher Resource Manual*. Thematic units:

- provide activities at all levels of thinking, such as recalling, applying, analyzing, synthesizing and evaluating
- provide for cumulative development of knowledge, skills and attitudes, enabling students to retain, relate and transfer learning from day to day
- furnish opportunities to review knowledge, skills and attitudes in novel contexts, thus promoting transfer. Accessing prior knowledge and providing links to new information is an important component of an integrated program
- encourage flexibility to respond to student interests, which is a powerful tool in advancing individual motivation and skill development. Learning is more readily facilitated when students perceive ownership of the learning contexts
- allow for accommodation of individual differences in interests, abilities and learning styles
- provide opportunities to develop strategies and skills in problem solving and decision making through investigations that reflect real issues and problems present in the community, province, country and world
- promote the use of various media, technology and instructional approaches.

INTERPERSONAL SKILLS AND THE SOCIAL SPHERE

Student development of interpersonal skills to enhance social awareness and behaviour is a focus in all Integrated Occupational Program courses. High school students are in a transitional stage of life. Adolescence is often a time of uncertainty and concern about peer relationships. Responses may appear to be unreasonable and inconsistent, as students are developing the ability to reflect upon and analyze their emotions.

Although schools are not the sole influences on the student's emotional, social and ethical behaviour, the instructional program does affect learning about self and others.

The Goals of Secondary Education state the importance of affective and interpersonal goals when they indicate that students should:

- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of moral and ethical behaviour.

Students will vary in their emotional/social development and their ability to cope with personal problems. Behaviours viewed as "problematic" are often simply an indication of the adolescent's lack of sophistication in using adult skills. Classroom instruction must provide a variety of approaches that will encourage students to reflect upon their responses in social situations and to develop productive interpersonal skills. The guidelines for teacher behaviour that follow have been adapted from Alberta Education's monograph *Students' Interactions: Developmental Framework: The Social Sphere* (1987), and are intended to foster affective, interpersonal and moral learning within the classroom:

- **Model appropriate behaviour for students**. When teachers are polite and respectful of students' dignity, students will respond positively. Students imitate and thereby implicitly learn to deal with emotions, other people and moral issues by observing the consistency of adult behaviour.
- **Encourage students to express their opinions and feelings, to ask questions and to accept emotions as they occur in day-to-day life**. Through mediated learning, encourage students to examine emotional responses from different frames of reference, and to organize and interpret their own responses as well as the responses of others.
- **Provide students with supportive comments, guidance and genuine expressions of concern**. Set expectations that are firm and fair, and then believe in the students' ability to meet these expectations and do well. Develop "working agreements" to help tasks flow smoothly and to ensure that students understand the nature of the instructional tasks they are asked to perform.
- **Ensure that classroom management practices and rules are moderate in nature, known, upheld, negotiable, and consistently applied**. Responding to the harmful or unjust effects/consequences of a transgression is more effective than reference to broken rules or unfulfilled social conventions.
- **Recognize that experiential learning is a particularly effective vehicle for teaching interpersonal skills**. Although some learning may occur through listening and reading, one learns best to live with other people by living with other people. Cooperative learning techniques are especially useful where students are actively involved in lessons linked to their own needs, interests or experiences.

- **Be aware that although adolescents deal with a number of issues, they usually cope by managing one problem/issue or one segment of a problem/issue at a time**. Help students to integrate various aspects of their lives by encouraging them to recognize how various problems/issues/solutions are often interrelated.

- **Assist students to develop the ability to identify and apply skills and strategies that are appropriate in various contexts**. Individuals who appear to lack social skills may, in fact, use inappropriate skills in particular situations. When teaching interpersonal skills, be as concrete as possible, and "build bridges" by linking situations with appropriate actions and behaviours.

- **Assist students to focus on the need for a system of shared social conventions**. Inappropriate behaviour is often a result of being unaware of social conventions and the need for conventions for effective communication. Individuals who affirm the social system of communication conventions will view conventions more positively and will use the conventions to further their communication abilities.

- **Encourage students to interpret and evaluate the competing ethical issues presented to them**. Provide opportunities for open discussion and debate, where students interact with their peers. Discuss issues that are "real" to the student.

- **Provide students with practical strategies for resolving interpersonal conflicts**. A framework for social problem solving is provided in the preamble to this document and in the *Teacher Resource Manual*. This framework uses a problem-solving approach in helping students to identify:
  - reasons for the difficulty
  - strategies to avoid future conflicts.

Student development in the affective, interpersonal and moral domains has been addressed in this curriculum through attitudinal learning objectives that accompany each cluster of concepts and skills in the program of studies. Instruction must include a balance of approaches appropriate to student development in each domain, as delivery of isolated content will not ensure the formation of desired attitudes. The *Teacher Resource Manual* provides additional strategies that facilitate attitudinal development within the context of themes suggested in the program.

REQUIRED AND ELECTIVE COMPONENTS

The use of instructional time for social studies is based upon a model that includes:
- 80% required component
- 20% elective component.

The required component of the Integrated Occupational Social Studies Program reflects the knowledge, skills and attitudes that all students must acquire. The shaded program of studies segment of this document outlines the required component of the course.

The elective component of the social studies program permits the teacher to:
- remediate or reinforce knowledge, skills and attitudes from the required component
- extend or enrich the required component, thus embedding additional knowledge, skills and attitudes considered appropriate to individual interest and need.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and learning style.

Several factors should be considered when selecting content for the elective component:
- curriculum objectives
- students' abilities/needs/interests
- student and community cultural heritage
- availability of suitable learning resources.

Note: *The study of current affairs is to be included to enhance and extend the knowledge, skill and attitude objectives of the program. Geography may be included in the program in relation to current affairs and in keeping with the abilities, needs and interests of students.*

Teachers are encouraged to plan for instruction using the themes presented in the Presentation of Content/Scope and Sequence section of this document. The themes are further developed in the *Teacher Resource Manual*.

Each theme contains a variety of student activities written to provide, rather than prescribe, suggestions, models and strategies. The instructor may wish to add, delete and alter activities to comply with the abilities, needs and interests of students. The "Planning" section of this document provides general guidelines and ideas for adapting a theme to the particular circumstances of the classroom and individual students.

LEARNING RESOURCES FOR SOCIAL STUDIES 16

STUDENT RESOURCES

BASIC LEARNING RESOURCE

Regehr, Henry, Norman Sheffe and Robert Thompson. *Canadians in the Twentieth Century*. Toronto, Ontario: McGraw-Hill Ryerson Ltd., 1987.

Teachers are encouraged to review resources used in other high school social studies programs. Sections of these resources may be suitable for Social Studies 16, based upon their curricular reference and the appropriateness of their readability levels. The use of the following resources may assist those jurisdictions where Social Studies 16 classes are combined with regular classes:

Bain, Colin, M., and Vida R. Bain. *Multiculturalism: Canada's People*, Canadiana Scrapbook Series, Prentice-Hall Canada Inc., 1987.

Bartlett, Gillian and Janice Galivan. *Canada: History in the Making*. Toronto, Ontario: John Wiley and Sons, 1987.

Bondy, Robert, J. *Canada: Windows on the World*, Canadiana Scrapbook Series, Prentice-Hall Canada Inc., 1983.

TEACHER RESOURCES

The *Teacher Resource Manual* (1990) for Social Studies 16 developed by Alberta Education contains strategies and sample activities intended to structure and support:

- development of the knowledge, skills and attitudes as outlined in the Presentation of Content/Scope and Sequence
- development of the process, communication and participation skills and inquiry strategies associated with the program
- delivery of thematic, integrated instruction in the themes provided.

Teacher Resource Manuals are available through the Learning Resources Distributing Centre (LRDC), 12360 - 142 Street, Edmonton, Alberta, 427-2767.

Teacher and student resources used in Social Studies 13 may assist teachers when preparing for program delivery. Resources developed for Distance Education, Alberta Education, may also be useful and suitable for the I.O.P. classroom. In keeping with student and community cultural heritage, teachers are encouraged to review and use resources developed/approved by the Native Education Project, Alberta Education. Additional resources are listed in the *Teacher Resource Manual*.

TECHNOLOGY AND MEDIA

To enhance social studies course presentation and to accommodate a variety of student learning styles, teachers are encouraged to use available media services, libraries and government agencies for films, videotapes, audiotapes, records, kits, picture sets, filmstrips and periodicals. Annual catalogues detailing available materials are often available upon written request to the particular agency or through the school library.

COMPUTER COURSEWARE

Consult the librarian for information regarding software within the school, to locate appropriate catalogues and schedule time to preview new social studies programs as they become available. Teachers are encouraged to preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets.

ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS NETWORK, Media Resource Centre, 295 Midpark Way SE, Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL RESOURCE LIBRARIES

Films and videos are available for loan through the five centres listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

Zone I	Zone One Regional Film Centre P.O. Box 6536/10020 - 101 Street Peace River, Alberta T8S 1S3 Telephone: 624-3178
Zones II and III	Central Alberta Media Service (CAMS) c/o Sherwood Park Catholic School District 2017 Brentwood Boulevard Sherwood Park, Alberta T8A 0X2 Telephone: 464-5540/467-8896
Zone IV	Alberta Central Regional Education Services (ACRES) County of Lacombe Box 3220/5140 - 49 Street Lacombe, Alberta T0C 1S0 Telephone: 782-5730

Zone V

South Central Alberta Film Federation (SCAFF)
Westmount School
Box 90/Wheatland Trail
Strathmore, Alberta
T0J 2H0
Telephone: 934-5028

Zone VI

Southern Alberta Regional Film Centre (SARFC)
McNally School
P.O. Box 845
Lethbridge, Alberta
T1J 3Z8
Telephone: 320-7807

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of materials in the classroom to enhance student development. The following resources have been identified as potentially useful for the Integrated Occupational Social Studies Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only to assist local jurisdictions in identifying potentially useful learning resources. The readability level of the resources listed are appropriate for the majority of students who are in the Integrated Occupational Program. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction. Additional resources are listed in the *Teacher Resource Manual*.

Books

Under 18: You and the Law. Student Legal Services, University of Alberta, Edmonton, Alberta, 1987.

Periodicals

Consumer Talk are consumer information sheets presented in tabloid format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Regional and District Affairs, Box 1616, Edmonton, Alberta, T5J 2N9.

News for You magazines are for adults and older teens and feature articles on current affairs, sports, people, legal rights and consumer tips. News for You is published 48 times a year and may be ordered from New Reader Press, 1320 Jamesville Avenue, Syracruse, N413210 (telephone 1-800-448-8878 toll free).

Scholastic Voice magazine is for students in Grades 8-12. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, word games and other features designed to motivate students. Scholastic Voice is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada, L4C 3G5.

Kits

Media and Society, NFB, 150 Kent Street, Suite 642, Ottawa, K1A 0M9, 1989. A Teacher Resource Handbook and two video cassettes with 20 titles grouped as follows: Advertising and Consumerism; Images of Women; Cultural Identity; and Sovereignty, Power, Politics and Ideology.

PLANNING

GENERAL COURSE PLANNING

Themes and the related knowledge, skills and attitudes may be sequenced at the teacher's discretion. Program planning should consider the sequential and developmental nature of certain skills in social studies, as well as student abilities, interests, attitudes and learning styles. The themes that cover the required components of the course have been further developed in the *Teacher Resource Manual*.

COOPERATIVE PLANNING AND CONFERENCING with teachers in other subject areas will provide direction in order to establish an integrated program that places consistent expectations upon the student. For example, students may benefit from the study of the theme "Careers and You" before they become involved in the community partnership endeavours of the Occupational courses. Column 3 of the Presentation of Content section of this document provides assistance to teachers about applications in other subject areas.

TIME ALLOCATION

Social Studies 16 and 26 are each three-credit courses. Time for each course is to be allocated at the discretion of the school or jurisdiction administration to reflect the needs of individual students.

Time allocation is recommended in the following illustration for the delivery of the themes developed in the Presentation of Content and the *Teacher Resource Manual*. These recommendations are intended to insure that the required knowledge, skills and attitudes outlined in the program of studies are adequately addressed within each theme. Teachers are encouraged to integrate current affairs within the themes.

The table below illustrates the relationships among themes and related current affairs, elective time and recommended time allocation.

THEMES AND RELATED CURRENT AFFAIRS	ELECTIVE COMPONENT	RECOMMENDED TIME ALLOCATION
16: BEING A CITIZEN 26: CANADIAN IDENTITY AND YOU	REMEDIATION/ENRICHMENT	1/3
16: YOU AND THE LAW 26: SERVICE SYSTEMS AND YOU		1/3
16: CAREERS: YOUR EMPLOYABILITY 26: CAREER TRENDS AND YOU		1/3

COMMUNITY PARTNERSHIPS

The social studies program must enable students to recognize the relevance of social studies knowledge, skills and attitudes, critical/creative thinking skills and inquiry strategies to daily living. Students will be expected to demonstrate an understanding that:

- **knowledge, skills and attitudes in social studies have application in daily experiences within the home, community and work environments**
- **goal setting, problem solving and decision making are important life skills**
- **preparation for a chosen occupation or career may require that certain social studies competencies be developed.**

Community partnerships (i.e., community-based learning experiences) will foster an appreciation of social studies for its usefulness and relevance. Community involvement will assist students to transfer specific social studies knowledge, skills and attitudes to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

Suggestions for relevant community partnerships in the social studies program include:

- inviting guest speakers from local government, business and industry to discuss topics related to those studied in thematic investigations
- visiting local business, industry and recreational facilities for first-hand observation and real life experience in areas related to the themes studied
- walking through the community in search of practical applications of the knowledge and skills being studied (e.g., identifying new businesses, locating sources of information)
- visiting local television/radio stations or newspaper offices
- investigating career and employment opportunities within the local community and in neighbouring communities.

Community groups/individuals/facilities that may provide meaningful contributions to the social studies program include:

- law societies, youth organizations, recreation boards, business/employer organizations
- MLAs, MPs, regional party representatives, reeves, trustees, social workers
- legislative buildings, city halls, town offices, courthouses, hospitals.

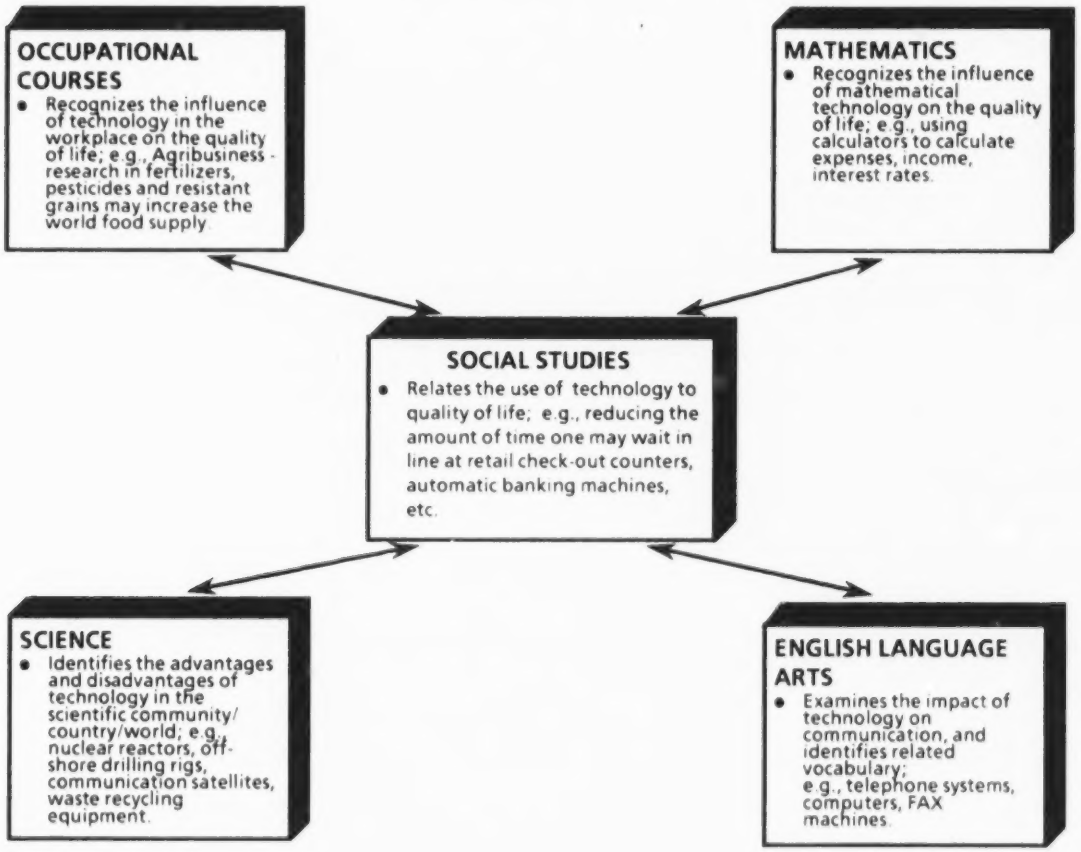
Additional suggestions for community partnerships are provided in the Suggested Strategies/ Activities column of the Presentation of Content section of this document as well as within the *Teacher Resource Manual*.

CURRICULAR INTEGRATION

Emphasis has been placed on relating social studies competencies to life skills and to other subjects in the curriculum. Curricular integration will become a motivating factor as students recognize the relevance of program knowledge, skills and attitudes to real life situations. Student ability to transfer knowledge, skills and attitudes to unfamiliar situations will improve as a result of multiple exposures to their application.

Columns 2 and 3 of the four-column Presentation of Content provide suggestions that will assist when relating knowledge, skills and attitudes to real life situations and other subjects in the curriculum.

The diagram illustrates how curricular integration may be achieved through cooperative planning and application of column 3 of the Program of Studies/Presentation of Content.


OCCUPATIONAL COURSES
• Recognizes the influence of technology in the workplace on the quality of life; e.g., Agribusiness - research in fertilizers, pesticides and resistant grains may increase the world food supply
MATHEMATICS
• Recognizes the influence of mathematical technology on the quality of life; e.g., using calculators to calculate expenses, income, interest rates.
SOCIAL STUDIES
• Relates the use of technology to quality of life; e.g., reducing the amount of time one may wait in line at retail check-out counters, automatic banking machines, etc.
SCIENCE
• Identifies the advantages and disadvantages of technology in the scientific community/ country/world; e.g., nuclear reactors, off-shore drilling rigs, communication satellites, waste recycling equipment.
ENGLISH LANGUAGE ARTS
• Examines the impact of technology on communication, and identifies related vocabulary; e.g., telephone systems, computers, FAX machines.

Teachers are encouraged to select instructional strategies that provide for the development of knowledge, skills and attitudes within the context of their application to real life, the occupational program and other disciplines.

COOPERATIVE PLANNING AND CONFERENCING AMONG TEACHERS is central to understanding the contexts in which knowledge, skills and attitudes are taught across the curriculum, planning the strategies and activities for reinforcement and ensuring consistency of expectations and learning outcomes. It is incumbent upon instructors to seek the possibilities for reinforcement of knowledge, skills and attitudes as appropriate to student abilities, needs and interests, and to plan for instruction accordingly.

PLANNING AN INTEGRATED THEMATIC UNIT OF INSTRUCTION

Teachers are encouraged to consider a variety of factors when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing units of instruction.

1. Identify a possible theme, based upon:
   - curriculum objectives
   - students' abilities/needs/interests
   - availability of suitable learning resources.

2. Determine a purpose for the theme and include appropriate:
   - thematic objectives
   - knowledge, skills and attitudes, and identify those skills that may need some focused/direct teaching
   - process/inquiry objectives.

3. Consider and select suitable resources:
   - books, pamphlets, monographs, films, videos
   - computer software and other technology
   - resources from other subject areas
   - community contacts
   - newspaper and magazine articles.

4. Design activities/strategies suited to the purpose and available resources:
   - separate activities into lessons with general and specific objectives
   - sequence the lessons.

5. Develop ongoing strategies to build community partnerships into the thematic unit, such as:
   - field trips
   - guest speakers
   - demonstrations
   - tours.

6. Plan for evaluation:
   - student's self-evaluations
   - teacher's ongoing and summative evaluations
   - peer evaluations.

7. Share the unit:
   - celebrate achievement
   - provide thematic units to other teachers
   - expand, update and revise units, as they are used
   - develop strategies to evaluate the updated and revised activities with a variety of student groups.

METHODOLOGY

Materials contained within this section provide information pertaining to students, teaching strategies and technology and media. Additional materials to assist teachers when planning for instruction are in the Social Studies 16 *Teacher Resource Manual*.

NATURE AND NEEDS OF THE LEARNER

The Integrated Occupational Social Studies Program focuses on the nature and needs of the learner. When organizing for instruction, teachers are encouraged to identify students' strengths and weaknesses, link unfamiliar knowledge, skills and attitudes to familiar experiences and build upon students' strengths.

ATTITUDE AND SELF-ESTEEM

Attitude and self-esteem strongly influence learning and an appropriate program must foster in students' positive self-concepts and attitudes toward learning. In order to enhance self-concept and attitude development, the course should:

- provide meaningful and relevant experiences and content
- be appropriate to student ability
- provide for student success.

LEARNING STYLES

Each student has a preferred learning style and, therefore varies in the way he/she receives, processes, recalls, applies and communicates information. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery may often be necessary to ensure that individual student needs are being met.

COGNITIVE DEVELOPMENT

Students are at various levels of concrete and formal operational thinking. Concrete operational thinking refers to one's ability to think logically about events and things in the context of immediate experiences. Formal operational thinking involves one's ability to hypothesize. The following may assist teachers to enhance student development from concrete to formal (abstract) operational levels:

- identifying what students currently know about a topic
- using concrete, physical objects or experiences
- applying a variety of questioning strategies designed to extend thinking to the formal operational level.

PURPOSEFUL USE AND MEANINGFUL CONTEXTS

Learning is enhanced through purposeful use and in meaningful contexts. Knowledge, skills and attitudes are to be integrated into activities designed to enhance competent functioning at home, at school, in the workplace and in the community. Many forms of personal experiences, media and technology will provide the basis for meaningful experiences. Since students may experience difficulty when transferring specific skills to more general contexts, an integrated teaching approach is emphasized. Thematic units have been developed to advance the goals and objectives of the Integrated Occupational Social Studies Program within meaningful contexts. Thematic units for each course are further developed in the *Teacher Resource Manual*.

LEARNING CHARACTERISTICS OF ADOLESCENTS

ATTENTION, MEMORY AND PERCEPTION

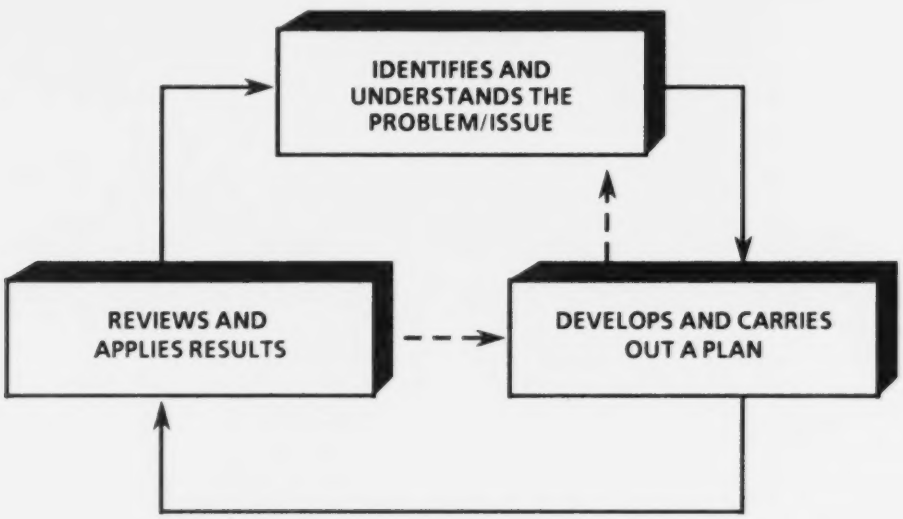
Strengths and weaknesses in attention, memory and perception may influence academic as well as social success. Teachers are encouraged to identify student attention, memory and perception weaknesses/strengths and to use student strengths and various strategies to enhance development in these areas. The chart below summarizes problems in attention, memory and perception, possible resulting student behaviours and teacher intervention strategies. *Note: The chart is not inclusive and provides guidance only. Teachers are encouraged to use a variety of strategies to assess and attend to student behaviours.*

		POSSIBLE BEHAVIOURS	INTERVENTION STRATEGIES
ATTENTION	• has difficulty focusing and attending to central information • cannot recognize or block incidental or irrelevant noise or details	• appears rude, inattentive or impulsive • appears confused • rarely completes the total task	• engage students' attention before beginning any instruction • use eye contact and avoid any distractions when giving instructions • have students monitor their behaviour by saying to themselves "Stop and think", or by asking themselves "Am I paying attention?" • encourage students to identify strategies to refocus or to backtrack to where they lost concentration
MEMORY	• has visual and auditory memory problems which are manifest by the inability to remember instructions, follow plots in a story, track conversations • over-estimates memory capacity	• is often unable to complete tasks, even if performance is adequate • is unable to take accurate notes (in reasonable time) off the blackboard or overhead (visual to motor memory problem) • is unable to respond adequately in examination situations • avoids examination situations	• provide permanent external memory support (e.g., wall charts, posters) • assist students to make good notes • encourage students to ask questions when they have had a memory lapse • practise strategies to increase memory retention (e.g., Mind Mapping) • encourage students to keep a personal day timer • administer several short quizzes rather than long exams, provide adequate forewarning of these quizzes so students can prepare, use open-book exams • teach clustering, labelling, rehearsing strategies • help students develop mnemonic devices (e.g., in case of sprained ankle, RICE: rest, ice, compress, elevate)
PERCEPTION	• is unable to interpret the nuances of tone or mood in others' speech • does not attend to facial expressions, gestures, posture or adjuncts to the verbal message	• misinterprets messages • becomes physically or verbally aggressive • loses friends/jobs/ promotions • becomes involved in frequent disciplinary interventions on part of teachers, principal • becomes withdrawn	• use counselling techniques whereby the behaviour is described and acceptable alternatives are discussed (e.g., "Terry, you interrupted Bob, and he lost track of his main point. Everyone has something important to say. Wait until others have finished before you speak.") • view videotapes of job interviews, family interaction, etc., and have students identify and discuss the strategies that are working to maintain successful communication (e.g., recognizing and interpreting emotion displayed through facial expressions) • encourage students to monitor their talk with frequent perception checks (e.g., "I sense my last remark hurt/upset you. Am I correct?")

PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK

Enhancing student ability to solve problems and make decisions is a major focus of the Integrated Occupational Program. Today's rapidly changing society requires that students apply a variety of skills to new and unfamiliar life situations. Critical and creative thinking skills are to be used to enhance problem-solving and decision-making abilities. Opportunities must be provided for students to apply skills and strategies to a wide variety of situations in everyday life.

The problem-solving/decision-making model outlined should not be interpreted as consisting of fixed and rigid stages and strategies. Its use will depend on particular problems and individual students. Students will select strategies that are appropriate to the issue or problem. Students should recognize problem solving/decision making as a series of interrelated activities and thought processes that lead to an action or a solution.



The following guidelines may be of assistance when planning effective problem-solving/decision-making activities. Additional information is provided in the *Teacher Resource Manual*.

- Nurture a positive atmosphere that fosters flexibility and acceptance. A positive, open-minded, supportive approach is needed for thinking skills to develop and for students to take risks.
- Assist students to identify the problem or issue.
- Share the framework and strategies with students. The model provides structure to the overall process and to specific strategies that students may use at each stage of the problem-solving/decision-making process.
- Encourage students to be creative and experimental in their approach to problem solving and decision making. The strategies in decision making and problem solving, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.

- Present problem-solving/decision-making activities either in context and/or in a skills-focused mini-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest, experience and everyday life, and that the cognitive demands of the issue/problem correlate with developmental levels of the student.

- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. However, past experiences or present attitudes may prevent some students from accepting this challenge.

- Present situations that enable students to gain problem-solving/decision-making experiences that are transferable to other subject areas and everyday life.

PROCESS/INQUIRY IN SOCIAL STUDIES

Student development in the cognitive, psychomotor and affective domains will be enhanced throughout the social studies program. Students will increase their understanding and use of critical and creative thinking skills to solve problems and make decisions. The ability to process information and use inquiry strategies are learned more successfully when taught within meaningful contexts.

Process skills assist one to acquire, evaluate and use information and ideas. Skills such as predicting, interpreting, applying, analyzing, synthesizing, evaluating and monitoring are used to process information. Process skills are combined and used in problem-solving and decision-making strategies.

Inquiry strategies help one answer questions, solve problems and make decisions using process, communication and participation skills. Thinking skills are developed by providing students with many experiences in using strategies, such as problem solving and decision making. Many opportunities are provided within a topic/grade to solve problems and make decisions so that students learn the strategies and transfer the strategies to their own lives. A problem may be defined as any situation for which a solution is desired. An issue may be defined as a matter of interest about which there is significant disagreement. The disagreement can involve matters of fact, meaning or values.

Issues and questions may be investigated using a variety of different strategies. Critical and creative thinking may be encouraged by using a variety of inquiry strategies, such as problem-solving, decision-making and inquiry process models. Inquiry requires one to select and integrate strategies. On occasion, a step-by-step approach may be best; at other times, a more flexible approach may be used. The following strategies can be expanded, modified or combined to suit specific topics, disciplinary emphases, resources and student maturity.

- Problem-solving strategies use a variety of skills to answer a question or solve a problem (who, why, what, where, when, how).

- Decision-making strategies use values and a variety of skills to determine a solution to a problem/issue that involve a choice (should, how should, to what extent should) and that require a decision for action.

- Large issues requiring a policy decision may be addressed through an inquiry strategy similar to the 1981 inquiry process model.

Problem-solving, decision-making and inquiry models are provided in the *Teacher Resource Manual*. Teachers are encouraged to provide ample opportunities for students to apply numerous models in classroom and community partnership activities.

The development of process skills and inquiry strategies will assist students to internalize information for long-term application, rather than acquire knowledge for superficial, short-term use. Students should be taught to recognize the varying goals of learning in order to evaluate when it is appropriate to use "short-term" memory strategies (i.e., for retrieval on a test) or "deep processing" strategies (i.e., when applying a skill in a variety of situations). Teachers are encouraged to directly teach strategies to expand students' ability to process information and to integrate both performance and process objectives in their theme planning. Numerous activities designed to enhance process/inquiry development are suggested in the Presentation of Content section of this document and in the *Teacher Resource Manual*.

The following teaching strategies may be used to enhance the development of process skills and inquiry strategies:

- **Promote a variety of questioning behaviours:** To promote higher level thinking/increasingly difficult information processing, teachers must use questions that require students to apply, analyze, synthesize and evaluate information. Predicting, comparing, inferencing and appraising real life situations develop higher level thinking skills. McNeil (1986)[1] found that comprehension processes were much more common when teachers asked: "What did you read that is so important that you want to remember it always?" rather than, "What did you read that you should remember for a test?"

- **Model strategies:** Teachers may model strategies for students by "thinking aloud" when applying a thinking strategy. Explicit teacher explanations are associated with higher awareness of lesson content and achievement. For example, when instructing students to look for context clues, an effective teacher may ask students to look for clues in the context, to remember that the context means all the words before and after the new word and to recognize that they may be words in a different sentence close to the new word.

  The teacher may continue to talk about using the strategy, emphasizing the use of a mental process by suggesting that students put the clues together with what they already know about that word and decide on the meaning.

- **Apply strategies to real life situations:** Learning becomes increasingly successful when applications can be made in all environments. For example, teachers may relate skimming and scanning techniques to reading want ads, sales flyers and bus schedules.

Teachers are encouraged to provide opportunities for students to practise modelled strategies in class to ensure the use and transferability of these strategies. This teaching method will:

- promote attitudes and behaviours that enhance the use of thinking skills, such as:
  - being sensitive to the feelings and concerns of others
  - seeking to become more informed
  - striving for precision and clarity when writing and speaking.

- provide opportunities for students to apply problem-solving/decision-making approaches to a variety of situations by asking themselves questions related to identifying the problem, planning strategies, evaluating the plan and assessing personal performance.

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[1] McNeil, John. *Impact of Social Studies Tests and Textbooks on Mature Reading Comprehension*. Unpublished manuscript, University of California, Los Angeles, California, 1986.

- encourage students to recognize that they can regulate and monitor their learning behaviours, and thus control the outcomes. Achievement in class can be improved if students believe they can influence their performance by their own personal efforts. Strategies for self-management are provided in the *Teacher Resource Manual*.

- assist students to be conscious of their thought processes by providing opportunities to discuss behaviours and thinking processes with teachers and peers. Students may solve a problem in pairs and verbalize the thought processes involved while solving the problem.

Student growth may be enhanced when preferred learning styles are identified and accommodated in the classroom. Refer to the *Teacher Resource Manual*: Process and Inquiry for further information about learning styles.

INSTRUCTIONAL MEDIATION

Recent educational research has focused, in part, on instructional mediation and "teacher talk" in the classroom; in particular, during the development of process skills and inquiry strategies. Instructional mediation is an interactive process wherein teachers refine their interpretation of tasks to students and students construct their own interpretations of the tasks and processes being learned. This communication exchange stimulates the development of thinking skills by allowing teachers and students to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be self-mediating and supply meaning without the advantage of communication interaction.

Instructional mediation regulates the students' behaviour in terms of the heuristics and use of strategies. Emphasis on a strategic view of tasks will encourage students to become independent in the tasks they perform and the processes they use.

Mediation will enhance students' feelings of competency. Students need to see themselves as being successful. Students who feel competent, and who recognize their effort as being effective in learning, are more likely to be persistent in attempting new tasks that are difficult. Students who feel incompetent and unsuccessful often require constant praise from external sources. Students who do not recognize that their efforts are effective in the learning process have limited performance goals and are hesitant to engage in any task at which they cannot quickly become successful. Teachers can encourage students to extend their learning goals by focusing mediation on the roles of effort and strategy in achieving success.

To apply instructional mediation in order to create a classroom environment that will stimulate student use of thinking skills, the teacher should:
- assist students to identify, analyze and evaluate materials and personal performance
- assist students to pause, revise, edit and clarify at appropriate times
- model and encourage students to use vocalization of thought processes
- encourage persistence.

The mediation process can also be enhanced through the use of appropriate questioning techniques and modelling behaviours. Strategies related to questioning and modelling are included in the *Teacher Resource Manual*.

Coaching is an appropriate strategy to use when assisting students to develop appropriate behaviour/process strategies and awareness of individual communication problems. A program where students acquire the abilities to ask questions, monitor and regulate involvement in social enterprises and maintain conversations may be much more beneficial to students than a program emphasizing rules and a series of isolated skills. The classroom must provide a supporting, caring and trusting environment where taking risks to overcome learning difficulties is encouraged and accepted.

EXPERIENTIAL APPROACHES TO SOCIAL STUDIES

Students' learning styles and developmental levels suggest a multidimensional approach to learning, involving real life situations that may be experienced or simulated by the student. Activities should be chosen on the basis of their familiarity and relevance to the student. Understanding of abstract concepts can be best developed through a variety of tactile experiences involving a variety of communication skills. An experiential approach of this nature suggests that instruction in social studies include:

- active student involvement
- activities that involve the concrete and formal levels of cognition and the transition between them
- activities that address individual developmental levels
- activities that promote an awareness and use of questioning strategies that enhance thinking.

Experiential approaches to learning are valuable because:

- learners are provided with the opportunity to observe, react to and evaluate practical situations
- experiences furnish clues that will assist students to clarify meaning and provide foundations for concept formation
- learners will establish connections between social situations, communication skills and participation skills.

The table below lists several multidimensional experiences suitable for giving social studies learning a real life context.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES[1]				
SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pottery T-shirts bookends models	plants, animals cultures chemical formations
VIEWING	SHARING	DRAMATIZING	CRAFTING	CREATING
films television programs pictures sculptures animal behaviours	games artifacts discussions interviews demonstrations art	real life roles mimes masks plays scenes monologues	clay wood paper cardboard cloth straws	designs posters poems games computer programs

Actual experiences shared by students and teachers can become the springboards for further learning. For example, a guest panel discussion may become the catalyst for discussing, writing and researching; a tour of the local county council or legislative building may become the basis of a creative bulletin board display; and a role play of a courtroom lawsuit can provide new understanding of our legal system in action.

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1. For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from *English as a Second Language K-12, Resource Book, Integrating Language and Content Instruction*, Volume 1, 1987, pp. 14, 15.

THE USE OF TECHNOLOGY AND MEDIA IN THE SOCIAL STUDIES CLASS

Educators recognize the impact of technology and media on students' lives. Computers and television may be the most influential technological advances, yet all forms of print and electronic media/technology will have an impact on the present and future lives of students.

Exposure to technology is increasing through such everyday activities as using banking machines, purchasing a ticket to a concert, maintaining and driving automobiles, making hotel or airplane reservations and using electronic maps to locate areas in a shopping mall. While making use of technology in a variety of ways, students will become familiar with the conveniences and limitations of its numerous applications.

Due to the present development of microtechnology and the availability of low cost and effective microcomputers, computer technology is affecting every individual. The traditional meaning of the word "literacy" has taken on a new dimension. To be literate in our changing society, students need not only the ability to communicate through writing, speaking, listening, viewing and reading, but also the skills of interacting with machine technology (i.e., the hand-held calculator and the microcomputer).

Three important uses of computer technology are:

- visual/psychomotor development
- skill and knowledge reinforcement through a variety of innovative methods
- word processing knowledge and reinforcement.

Interactive computer software holds great promise for application in the social studies classroom. Word processing programs, in particular, may be useful to students. Networking and computer conferencing may enhance student ability to access and organize information and ideas. Teachers are encouraged to identify and review computer software suitable to the abilities, needs and interests of students on an ongoing basis.

The knowledge, skills and attitudes required to be computer literate will vary according to student maturation and ability. Nevertheless, the Integrated Occupational Program should provide opportunities for students to:

- identify computer software suitable to course/personal development
- use a variety of prepared computer programs and show respect for hardware and software
- use computers to gather information
- recognize the basic applications, limitations and capabilities of a computer
- identify major areas in society where computers are used and the tasks performed by computers in these areas.

Teachers are encouraged to use a variety of media materials in the classroom. Newspapers, periodicals, television programs, films, audiotapes and videotapes will contribute to student experiences and will enhance development of media literary skills.

The advantages and disadvantages of television viewing are often debated, yet the fact remains that educators must prepare students to become critical viewers, rather than passive absorbers. Television has changed our lives and critical viewing has become an important educational skill. This is especially true for students who may experience difficulty relating to textual material, and who may prefer visual and auditory messages.

For some students, learning difficulties may expand beyond those of reading, often extending to the psychomotor and affective domains. Rather than join a club, play sports or read, some students may spend a large amount of their leisure time watching television. Such innovations as videotapes and large screen television projections are causing television to emerge as a very flexible and widely usable non-print medium.

Students must be assisted to become critical viewers/readers/listeners of television, magazines, newspapers, films, rock videos and other print/electronic media. The classroom should provide opportunities for students to analyze media and the impact of media on their own lives and on society. Educators need to teach students the critical viewing/listening/reading skills and related attitudes that will enable them to become selective and discriminating in their habits.

EVALUATION

Evaluation should be viewed as an ongoing part of the teaching and learning process, providing feedback to students, teachers and parents/guardians. Major functions served by the process of evaluation include:

- provision of feedback to students relative to individual success in the learning process. Students may experience difficulty in monitoring and regulating their learning behaviours, and require a great deal of external feedback as to their progress. Feedback and encouragement must be provided on a regular basis
- provision of information to teachers concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required with respect to pacing, learning resources, teaching methods or objectives
- provision of information to parents/guardians regarding the student's progress. Where possible, reports to parents/guardians, should be interpreted through interviews so that the implications of the evaluation are understood. While useful in communicating student progress to parents, the interview is also valuable in identifying individual needs that may be met through program planning and delivery.

Evaluation should serve diagnostic purposes in identifying student strengths and weaknesses, as well as summative needs in measuring overall growth.* **Because evaluation is an integral part of all aspects of the instructional process, information used in the evaluation of a student should be gathered from a variety of sources using a variety of methods.**

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation is a fact of daily life and a necessary part of monitoring programs and student progress. Efforts must be made to provide variation in the procedures so as to draw upon student's strengths and provide for their success in the evaluation process. Some students will go to extreme measures to avoid being "tested" again. Absence from examinations; feigning an uncaring attitude; or not giving their best effort so that the anticipated failure can be dismissed with the excuse that they really did not try anyway, are all common behaviours.

The strategies provided here are intended to serve as guidelines to the teacher in developing a system of evaluation that will improve both student learning and the quality of the social studies program.

- Evaluate students on an ongoing basis, using a variety of methods, such as:
  - provide taped versions of quizzes and tests for the weaker readers and allow them to explain the answer on tape or to a scribe
  - schedule opportunities for students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
  - encourage students to formulate their own questions for an exam, which will provide teachers with valuable insight into the information that students think is important.
  - provide a variety of open-ended items to encourage critical and creative thinking.

* A variety of diagnostic instruments are available through Alberta Education, Learning Resources Distributing Centre.

- Emphasize the synthesis of a variety of knowledge and process objectives, rather than isolated skills. Provide students with a variety of informal situations where they can demonstrate their understanding and application of knowledge, skills and attitudes.

- Provide encouragement by asking questions and making statements that will prompt students to evaluate their work and learning. These techniques will encourage students to be less dependent on external rewards and more responsible for their own learning. Some examples might include:

  "You did a good job of (be specific)."
  "What steps did you find most difficult?"
  "How could you improve your work in this question?"

- Provide adequate time for students to complete their work. Students often do not do their best under time pressure.

- Consider the following when evaluating student performance:
  - use students' strengths to ensure success in the evaluation process
  - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process
  - assist students to understand that making mistakes and developing the ability to identify and correct errors are part of the growth process and that mistakes need not be embarrassments.

Teachers are encouraged to evaluate student progress relative to prescribed knowledge, skills and attitudes throughout the year using a variety of instruments and techniques. The following briefly describes evaluation methods. **The list is not inclusive, rather it may serve to guide the evaluation process.**

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress in written form. As a detailed record of specific observations, anecdotal records can provide useful data for analysis and interpretation.
CHECKLISTS	Checklists can serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test and to acquire student perceptions about progress, etc.
MEDIA	Teachers may tape record tests to evaluate student listening skills and knowledge. Students may use tape recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
OBSERVATIONS	Observing student behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATIONS	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching, sentence completion and/or open-ended questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. **A summed score** may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from + 3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
TESTS	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

The *Teacher Resource Manual* contains additional information that may be of assistance when evaluating student performance.

PRESENTATION OF CONTENT/SCOPE AND SEQUENCE: SOCIAL STUDIES 16

The following Presentation of Content contains the scope and sequence for each topic, integrates the prescribed knowledge, skills and attitudes of the Social Studies 16 program and is organized into four columns. **The shaded statements contained in the Presentation of Content/ Scope and Sequence enable the reader to identify readily those portions of the program that are prescribed. Local adjustments to the design and delivery of this curriculum may be necessary in order to meet individual student's abilities, needs, interests and learning styles.**

Learning objectives stated in each theme of the Presentation of Content (column 1) have been supported with:

- Related Life Skills (column 2)
- Related Applications Across the Curriculum (column 3)
- Suggested Strategies/Activities (column 4).

The advice and direction offered throughout columns 2, 3 and 4 is not prescriptive, and is offered only as a service to teachers. The Related Life Skills found in column 2 establish an immediate need or use for each skill being studied, and suggest ways of planning relevant learning experiences. Further suggestions for relating social studies competencies to applications in the occupational component and other academic disciplines are provided in column 3, Related Applications Across the Curriculum. The references provided in this column will facilitate curricular integration by establishing a base for cooperative planning among other subject areas/teachers in the program. A variety of strategies useful in addressing developmental characteristics and learning styles of the student are provided in Suggested Strategies/Activities, column 4. The materials in the four columns do not relate to each other in a linear fashion; rather, one or more learning objectives may be addressed in each of the items listed in columns 2, 3 and 4.

Knowledge, skill and attitude objectives are integrated and organized for instruction into three themes:
Theme A: Being a Citizen
Theme B: You and the Law
Theme C: Careers: Your Employability.

It is not intended that instruction begin with the initial learning objective and continue through to the final learning objective as outlined in the Presentation of Content/Scope and Sequence. Rather, learning objectives are to be clustered and addressed in contexts relevant to student abilities, interests and needs. Themes A, B and C are further developed in the *Teacher Resource Manual*. The *Teacher Resource Manual* also contains a generic section to enhance student development of process, communication and participation skills and inquiry strategies.

Primary goals of the Integrated Occupational Social Studies Program are to enhance students' self-esteem and provide opportunities for students to develop into responsible citizens. **Achieving competence in social studies is a developmental process acquired as skills and related knowledge and attitudes are refined and expanded over time. Knowledge, skill and attitude objectives are interrelated and to be addressed simultaneously.**

The scope and sequence chart at the beginning of each theme provides an overview of the knowledge, skill and attitude objectives to be developmentally and simultaneously addressed in Social Studies 16. Knowledge, skill and attitude objectives are organized according to the following themes:

- Being a Citizen
- You and the Law
- Careers: Your Employability.

Flexibility in organizing prescribed knowledge, skills and attitudes in keeping with student abilities, interests and needs, and available resources is encouraged. **Current affairs are to be addressed throughout the year as they apply to the knowledge, skills and attitudes under study.** Municipal, provincial, national and global geography relative to current events may be addressed within the program.

KNOWLEDGE OBJECTIVES

Knowledge objectives are listed in the form of generalizations. Related concepts, facts and content are incorporated into the learning objectives which are shaded in the Presentation of Content section of this document. Knowledge objectives for social studies topics are organized through generalizations and key understandings, concepts, and related facts and content. A generalization is a rule or principle that shows relationships between two or more concepts. A key understanding is a statement of a major understanding related to the content of the unit. A concept is an idea or meaning represented by a word, term or other symbol that stands for a class or group of things. Facts are part of information that apply to specific situations; for example, specific statements about people, things, events or ideas.

SKILL OBJECTIVES

Skill objectives are listed in the Scope and Sequence chart following the knowledge objectives. **Process, communication and participation skills and inquiry strategies are interdependent and may be taught within the suggested themes outlined in this document and further developed in the *Teacher Resource Manual*, or within locally developed themes.** The thematic structure facilitates interdependency, resulting in an integrated social studies program. A chart distinguishing skills which may be addressed at each grade level is contained in the Social Studies 16 *Teacher Resource Manual*.

Students differ in the rate at which they acquire skills. Successful sequencing involves altering and adjusting learning tasks to suit the individual student's needs, interests and growth patterns. The sequence should begin with the present performance of the student, lead to the diagnosis of problem areas and focus on promoting social studies growth.

The skills to be developmentally addressed at each grade level throughout the social studies program are organized as follows:

PROCESS SKILLS: Process skills enable the learner to gather, organize, appraise and apply information and ideas. Students will be expected to locate, interpret, organize, analyze, synthesize and evaluate information.

COMMUNICATION SKILLS: Communication in social studies involves expressing and presenting information and ideas. Students will be expected to use speaking and writing skills to express ideas, thoughts and feelings, and to convey information.

PARTICIPATION SKILLS: Participation skills enable the learner to apply process and communication skills to interact with others. Students will be expected to recognize the purpose of group activities and enhance the purpose through appropriate use of participation skills.

INQUIRY STRATEGIES

Inquiry strategies enable the learner to use process, communication and participation skills to answer questions, solve problems and make decisions. Students will be expected to:

- use critical/creative thinking to solve problems, make decisions and answer questions
- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models to answer questions, solve problems and make decisions.

ATTITUDE OBJECTIVES

Attitude objectives follow the skill objectives and are listed relative to the three topics of the program. Students should participate in activities that help develop positive attitudes toward one another and society and encourage the examination of the perspectives of others.

The attitude objectives describe a way of thinking, feeling or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives. These experiences include participation in specific activities, the development of positive attitudes toward one another and learning in an atmosphere of free and open inquiry. Attitude objectives should receive continuous and informal evaluation.

The development of the positive attitudes needed for responsible citizenship is a gradual and ongoing process. The attitude objectives for social studies, which students should develop, include:

- positive attitudes about learning
- positive and realistic attitudes about one's self
- attitudes of respect, tolerance and understanding toward individuals, groups and cultures in one's community and in other communities (local, regional, national, global)
- positive attitudes about democracy, including an appreciation of the rights, privileges and responsibilities of citizenship
- an attitude of responsibility toward the environment and community (local, regional, national, global).

Teachers are encouraged to refer to and use the *Teacher Resource Manual* where additional activities and student/teacher resources are listed. The thematic approach presented in this document and extended in the *Teacher Resource Manual* provides the integration of social studies knowledge, skills and attitudes.

The Integrated Occupational Social Studies Program focuses on expanding the application of skills, development of attitudes and acquisition of knowledge introduced in preceding grades within new contexts.

KNOWLEDGE OBJECTIVES

THE GENERALIZATIONS AND KEY UNDERSTANDINGS, CONCEPTS AND FACTS LISTED WITHIN THIS TOPIC ARE PRESENTED AS AN OUTLINE OF THE REQUIRED CONTENT AND HELP TO ORGANIZE THE KNOWLEDGE OBJECTIVES. THE GENERALIZATIONS AND KEY UNDERSTANDINGS ARE THE MOST IMPORTANT KNOWLEDGE OBJECTIVES. THE CONCEPTS, RELATED FACTS AND CONTENT SHOULD BE DEVELOPED AND USED TO FACILITATE AN UNDERSTANDING OF THE GENERALIZATIONS AND KEY UNDERSTANDINGS.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that:	Students will be expected to develop an understanding of the following concepts:	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts:
• politics are a feature of everyday life • there are a variety of means used to resolve disagreements in a democratic society	decision making organization conflict cooperation justice	Examples of consensus, arbitration, negotiation, appeals and compromise related to: • personal decision-making strategies used at home, at school, in the workplace and in the community • decision-making strategies used by family members, friends, teachers, employers • decision-making strategies used by familiar organizations – students' union – workplace – school, school board – municipal government.
• the formal structure of the Canadian government contributes to the decision-making process in Canada	democracy responsible government federal system party system rule of law	Levels of government and major responsibilities: – federal – provincial – municipal. History as it relates to the development of decision-making processes in Canada, which may include: – constitutional monarchy – representative/responsible government – significant individuals and groups. Branches of government: – executive – legislative – judicial. Passage of a recent/current bill; e.g., seat belt law. Major political parties: – New Democratic Party – Liberal Party – Progressive Conservative Party.

KNOWLEDGE OBJECTIVES (continued)

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
• citizens can be involved and participate in society • there are many ways to participate in and influence the political decision-making process in Canada • one can better understand Canadian politics and government by studying current affairs	participatory citizenship power influence	Examples of community participation opportunities: • Volunteerism • Crimestoppers • Rural/Neighbourhood Watch • Block Parent Associations • Service groups/organizations. Examples of citizen input/influence: • individual/special interest group lobbying through letters, telephone calls, demonstrations, petitions • plebiscites. Role of media in influencing individual/government decision-making processes.

SKILL OBJECTIVES

Social studies skills are integrated in the Learning Objectives outlined in column 1, beginning on p. 38. The skills listed below are emphasized in this section. Students will be expected to develop the ability to use:

PROCESS SKILLS to:
- gather, identify and use relevant information from print and non-print sources
- distinguish between fact and opinion.

COMMUNICATION SKILLS to:
- discuss issues by identifying key points and supporting details
- convey information and express ideas using a visual format.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings
- participate in group decision making and problem solving.

INQUIRY STRATEGIES to:
- further develop the critical and creative thinking skills necessary for responsible citizenship.

ATTITUDE OBJECTIVES

Social studies attitudes are integrated in the Learning Objectives outlined in column 1, beginning on p. 38. The attitudes listed below are emphasized in this section.

Students will be expected to:
- develop an appreciation of the need for discussion, cooperation and compromise to resolve conflicts and make decisions
- value peaceful resolution of conflict
- respect the rights of others to have political views and opinions different from one's own
- develop an appreciation of the fact that citizenship involves awareness of and participation in the community, province, nation and world.

COURSE: SOCIAL STUDIES 16
BEING A CITIZEN

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
Politics are a feature of everyday life • Identifies numerous decision-making organizations within the school and community	Becomes an active participant in school and prepares to become a participant in community affairs: e.g., students' union elections school newspaper community youth organizations.
There are a variety of means used to resolve disagreements in a society, and cooperation and justice influence conflict resolution • Identifies and discusses historical or current examples of resolution strategies used at home, at school, in the workplace and in the community; e.g., consensus, arbitration, negotiation, appeals, compromise, plebiscite • Locates and analyzes a political cartoon portraying a current conflict • Compares the cartoonists portrayal of an issue with a newspaper article or radio/television broadcast of the same issue	Uses appropriate decision-making strategies in situations involving family members, peers and co-workers. Understands decision-making strategies involved in making family holiday plans, running student council elections, holding plebiscites, etc.
The formal structure of the Canadian government contributes to the decision-making process in Canada and is based on democracy, responsible government, a federal system, a party system and rule of law • Compares the responsibilities of the municipal, provincial and federal governments; and the executive, legislative and executive branches of government; and displays gathered information visually • Summarizes the steps involved in passing a recent bill and displays the sequence using a flow chart or time line • Develops a generalization about decision-making strategies used by individuals, groups and government • Summarizes, organizes and reports the views of the major political parties in Canada on specific current issues: Liberal Party, New Democratic Party, Progressive Conservative Party • Discusses the fact that political parties and politicians have power and influence political decisions • Gathers and reports information about historical events, individuals and groups who have significantly influenced decision-making processes in Canada	Recognizes and uses the appropriate level of government when expressing opinions and obtaining answers relating to community, provincial and national concerns: e.g., garbage disposal – municipal highway conditions – provincial airport safety – national. Recognizes the geographical divisions used by each level of government: e.g., federal and provincial jurisdictions, ward systems. Recognizes and uses the appropriate government representative to express personal concerns about government decisions or locate information: e.g., Municipal – Alderman, Reeve, Mayor Provincial – Member of Legislative Assembly, Premier, Member of the Opposition Federal – Member of Parliament, Representative, Prime Minister. Contacts the correct level of government when making inquiries about legal matters: e.g., pet laws – municipal driving laws – provincial drug laws – federal.

Related Applications Across the Curriculum	Suggested Strategies/Activities

English

Reviews library skills to locate information using computers, card catalogues, periodical files, etc.

Recognizes that an issue may have many sides and uses decision-making strategies to resolve disagreements.

Reviews letter writing strategies in preparation for writing to government representatives to address concerns or express ideas/opinions about government decisions.

Mathematics

Compares problem-solving strategies when completing mathematical computations to those strategies used to solve problems in social studies.

Science

Recognizes how each level of government is involved in the protection of our environment.

Occupational Courses

Applies problem-solving/decision-making strategies in the workplace to enhance success:

e.g.,
- identifies a task
- gathers information from supervisor, employer or co-workers about ways to complete the task
- selects appropriate strategies and completes the task
- evaluates result and personal performance.

Identifies problem-solving/decision-making strategies used in the workplace.

Have students brainstorm responses to a question relating to making a decision, such as "How do you make a decision when your friend wants to go to a movie Saturday night and you want to go to a dance?"

Categorize these responses into consensus, negotiation, compromise, influence, etc.

Have students brainstorm and categorize decision-making strategies for a variety of situations. Lead a discussion about selecting the most appropriate strategy and determining the success of the selection. (See *Teacher Resource Manual*: Inquiry.)

Provide opportunities for students to apply elements of decision making such as gathering, organizing and discussing a variety of issues. Have students select, discuss and vote on issues in a democratic fashion:

e.g., assign student groups classroom walls to decorate
have students organize a field trip.

Allow students to make as many of their own decisions as possible within a pre-determined set of parameters.

Discuss the processes leading to democratic decision making such as:
- input into an issue by concerned individuals and/or groups
- discussion and debate of the advantages and disadvantages of the issue
- vote and majority rule on how to resolve the issue.

Provide opportunities for students to make posters or charts displaying a variety of responsibilities of the three levels of government:
- municipal – traffic, police force, road repair, snow removal
- provincial – education, health care
- federal – RCMP, National Parks, National Defence.

Have students hold plebiscites periodically to determine views on a variety of issues, such as peer perceptions about school programs, a recent political decision, etc. Graph or chart results.

Provide opportunities for students to analyze their use of democratic problem-solving/decision-making processes using classroom/community events portrayed in the media or home situations that students may wish to share. The following questions may assist:
- How many people were satisfied with the outcome?
- What may have resulted if a democratic decision-making process was/was not used?
- What may have happened if individuals did what they wanted to do without concern for others?
- What was the result of working together/not working together?
- What other strategies may be used to make decisions?

LEARNING OBJECTIVES	Related Life Skills

Students will be expected to understand that:

Citizenship involves participating in society

There are many ways to participate in and influence the political decision-making process in Canada and individuals have the power to influence change

- Develops and applies strategies to influence government decisions on current political events/ issues, such as voting, campaigning, signing petitions, demonstrating, lobbying, becoming aware of current political issues
- Locates and shares examples of individuals who have influenced government behaviour and identifies the strategies these people have used
- Gathers and shares information about community organizations that encourage participatory citizenship, such as Rural/Neighbourhood Watch, Block Parents, Crimestoppers, volunteer/service groups, recreation boards
- Surveys peers, school personnel, community members, political representatives to obtain views on current issues and events, and displays and presents survey results using graphs, charts, diagrams

One can compare Canadian politics and government with other countries by examining current issues portrayed in the media

- Compares information from a variety of sources to determine whether data is similar, related or unrelated
- Distinguishes between fact and fiction, fact and opinion and forms a personal opinion based on critical examination of information and information source
- Evaluates the influence the media has on political decision making and the opinions of individuals

Attends political rallies, reads newspapers/ pamphlets, listens and views radio and television to make informed choices when voting and forming opinions.

Contacts the mayor, MLA, MP or other appropriate government representative to participate actively at the input level of government decision making.

Listens to the news or reads newspapers and magazines to enhance understanding of the views of political parties.

Uses telephone books, libraries and other sources to locate appropriate government offices/individuals when requesting information.

Telephones or writes appropriate government representatives when expressing a concern about garbage disposal, traffic safety, educational standards, transit prices, etc.

Related Applications Across the Curriculum	Suggested Strategies/Activities
English Gathers information and asserts a personal position on a topic or issue in writing or in an oral presentation. Distinguishes fact/opinion in political speeches, campaign posters, etc. Reviews and applies critical analysis skills to assess the influence of media materials on political/personal decisions. Science Recognizes personal and societal responsibilities in the legislation of laws and regulations regarding: - ethical dilemmas in the application of technologies to health and medicine - control of ingredients used in personal care and household products - effects of technology on lifestyle and health - protection of our environment and ecosystems. Makes appropriate government contacts for a variety of environmental concerns. Develops strategies to influence government decisions when the results/outcomes may prove descriptive to the environment and human behaviour. Occupational Courses Identifies important municipal, provincial and federal laws, rules and regulations related to specific occupations. Identifies political forces and decisions that may influence employment opportunities: e.g., commercial/residential land use highway/road upgrading.	Provide opportunities for students to become participating citizens in the classroom, school or community by identifying issues and taking action to express their views, voting in class/school elections, lobbying for a specific concern. Have students identify a current issue, follow the decision-making process used by government, and develop and defend alternative strategies. Have students elect a students' union class representative and/or become actively involved in school elections and issues. Have students define the concept of "political view": e.g., ideas or principles that guide decision making. Encourage students to bring to class current news items relating to political views and the three levels of government. Have students chart the views of specific political parties on current issues. Have students bring news items from different sources about the same current issue/event and analyze and compare the message, format, organization, similarities, differences and accuracy of the media item. Encourage students to bring to class, view, listen to and/or read media materials and prepare to discuss the influence media may have on political decisions. Community Partnerships Invite area representatives of the political parties to discuss their beliefs about current issues. *Note: Teachers are encouraged to discuss student maturity levels with all speakers to insure meaningful classroom experiences. The use of comparisons and examples from family and school experiences will enhance student comprehension.* Use the telephone directory and other community resources to identify organizations that encourage citizen participation. Have students invite to class or interview members of these groups.

KNOWLEDGE OBJECTIVES

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GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that: • citizenship in a democratic society is based upon individuals and groups recognizing and exercising rights and responsibilities • laws of a country relate to the needs, rights and responsibilities of individuals and society • rights and responsibilities continue to change and specific rights and responsibilities are associated with aspects of Canadian society such as marriage, divorce, contracts • current affairs presented in the media may provide insight into the rights, responsibilities and privileges of self and others	Students will be expected to develop an understanding of the following concepts: responsibilities rights discrimination prejudice tolerance	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts: Examples of familiar laws and regulations associated with school, workplace and community, e.g., traffic laws, illegal substance laws, laws associated with discrimination at the workplace, regulations at the workplace dealing with hours, wages, safety standards, etc. Define/distinguish between laws, regulations and privileges. Relevant sections of/or information related to: • Canadian Charter of Rights and Freedoms • Individual Rights Protection Act • Alberta Human Rights Commission • legal system. Legal/Human Rights organizations in the community. Case study using a current/recent issue about one of the following: • children's rights • disabled persons rights • cultural minority rights • aboriginal rights • women's rights • language rights.

SKILL OBJECTIVES

Social studies skills are integrated in the Learning Objectives outlined in column 1, beginning on p. 44. The skills listed below are emphasized in this section. Students will be expected to develop the ability to use:

PROCESS SKILLS to:
- gather, identify and use relevant information from various sources
- analyze and evaluate a variety of solutions to a problem
- organize information/material in preparation for a specific task.

COMMUNICATION SKILLS to:
- speak effectively in presenting a point of view.

PARTICIPATION SKILLS to:
- interact and work effectively with others in a variety of group settings.

INQUIRY STRATEGIES to:
- examine the processes whereby decisions affecting themselves and society are made
- use appropriate inquiry models.

ATTITUDE OBJECTIVES

Social studies attitudes are integrated in the Learning Objectives outlined in column 1, beginning on p. 44. The attitudes listed below are emphasized in this section.

Students will be expected to:
- develop an appreciation of the responsibilities inherent in the democratic way of life
- develop a willingness to accept responsibility for the consequences of one's actions
- develop an appreciation of and a respect for the rights of self and others.

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that: **Citizenship in a democratic society is based upon individuals and groups recognizing and exercising rights and responsibilities** • **Gathers and summarizes information about rights and responsibilities from documents/institutions and relates information to current issues dealing with discrimination, intolerance and prejudice** • **Gathers information and presents for discussion a case study about changing rights and responsibilities of groups/individuals in Canadian society, such as the rights of Native Canadians, children, disabled persons, cultural minorities, women** • **Forms an opinion based on gathered facts and critical analysis**	Meets individual needs in socially acceptable and legal ways. Follows rules and regulations at home, school, work and during leisure activities. Follows safety regulations at home, school and in the workplace when: – driving a vehicle – using electrical equipment and materials, etc. Ensures that the rights of self and others are being respected at home, at school and in the workplace. Respects the rights of others and acquires personal rights through compromise when: – expressing/accepting opinions – smoking/not smoking – driving a car, riding a bicycle – borrowing/lending clothes and equipment, etc. Applies the rights and freedoms guaranteed in the Charter for maximum personal and social benefit. Contacts the Human Rights Commission if violations of the rights of self or others have been observed. Recognizes that the Charter attempts to address the rights and freedoms of all Canadians regardless of cultural background, gender, geographic location, etc. Recognizes that basic rights exist regardless of setting and that privileges may vary depending upon environment.

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Respects the rights of students and teachers in all courses.

English

Identifies examples of prejudice, discrimination and tolerance in the literature. Empathizes with characters and relates the events/feelings portrayed in the story to personal experiences.

Increases personal understanding of the Charter of Rights and Freedoms by developing related vocabulary.

Mathematics

Recognizes the "right" to be paid the minimum wage, but also recognizes the "responsibility" for paying income tax, Canada Pension and unemployment insurance premiums.

Recognizes personal responsibilities associated with the privilege of using credit.

Science

Insures that self and others will be able to maintain healthy lifestyles by accepting responsibility for care of our environment and appropriate use of technology.

Occupational Courses

Relates the Charter of Rights and Freedoms to rights and responsibilities in the workplace.

Recognizes laws, rules and regulations related to employer and employee rights and responsibilities. Shares information through discussion or a presentation to classmates.

Identifies rights and privileges of employers, employees and consumers in the workplace and in the community.

Provide opportunities for students to develop a classroom "charter" using critical/creative thinking and problem-solving/decision-making strategies. Use this opportunity to enhance student understanding of discrimination, tolerance and prejudice. List "laws" to deal with violations of the charter.

Obtain and distribute to students relevant sections/ excerpts of the Charter appropriate to student abilities and interests. Discuss the effects of specific clauses on the community and individuals within the community.

e.g., Basic human rights in Canada include equal opportunity, freedom from discrimination, opportunity to earn a living, having a place to live and using public services.

Provide opportunities for students to apply critical/ creative thinking and problem-solving/decision-making strategies to enhance community awareness of the rights and responsibilities of individuals, minority groups, etc.

Community Partnerships

Invite a minority group/individual to class to discuss the influence of the Charter of Rights and Freedoms on their lives:

e.g., physically handicapped individual, Native Canadian, recent immigrant.

Have students write letters to individuals or groups to initiate a pen-pal exchange to become more familiar with alternative life experiences.

Contact the Alberta Human Rights Commission to ascertain which top three rights are violated most often. Conduct a poster campaign to bring these three violations to the attention of the student body and/or community.

Provide opportunities for students to use inquiry strategies to develop alternative laws and/or statements in the Charter. Have students discuss and evaluate their thoughts and ideas.

Have students contact community agencies/individuals to gather information about rights and responsibilities:

e.g., Alberta Human Rights Commission
University of Alberta Legal Services
Employment and Immigration Canada
Youth Employment Centres.

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
Laws of a country relate to the needs, rights and responsibilities of individuals and society • Uses thinking skills to identify reasons for laws and regulations in a variety of settings and in society in general • Identifies and compares rights, responsibilities and privileges of the individual at home, at school, in the workplace and in the community • Compares and discusses personal and social responsibilities inherent in rights and privileges • Evaluates the desirability and feasibility of alternative responsibilities and privileges	Displays social responsibility by monitoring personal behaviour in all environments: e.g., returns home on time after a social function or telephones to inform of a delay. Obeys traffic laws when driving, walking and riding a bicycle. Becomes involved in community affairs that require responsible citizen action: e.g., Neighbourhood Watch, Crime Stoppers. Prepares to alter personal behaviour if necessary in order to protect the rights of self and others.
Current Affairs presented in the media may provide insight into the rights, responsibilities and privileges of self and others • Locates and summarizes current media items about rights, responsibilities and privileges, and forms and defends an opinion based on gathered data from a variety of sources • Analyzes and compares a variety of media constructs of the same current event	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Behaves according to the rules and regulations of the school and specific classrooms: e.g., safety rules where one is working with equipment, such as in occupational courses and science laboratories.	Provide opportunities for students to brainstorm and develop definitions and examples of laws and regulations in a variety of settings, such as at school, in the workplace. Laws: a body of rules established by a government and enforced by a judicial system. Regulations: rules or orders prescribed by authority in order to direct and control behaviour. Have students brainstorm, list and prioritize classroom participation needs, such as mutual respect, punctuality and resources. Design regulations that will help everyone fulfil those needs.
English Identifies cause/effect relationships from the literature to emphasize the reasons for laws/ regulations.	Have students compare rules/regulations/laws associated with variety of activities, such as driving, drinking alcoholic beverages. Letter writing, personal and telephone interviewing and library researching are possible means of data collection. Discuss the relationships among laws/regulations and the social or individual need being fulfilled. Provide opportunities for students to compile a charter of rights and privileges for family members or school personnel and discuss similarities and differences. View a film or read a book that illustrates a society without laws or a society with laws that differ from those in Canada (e.g., *Lord of the Flies, Bushmen of the Kalahari*). Provide opportunities for students to discuss and/or report on the need for laws. Have students use current events issues to make comparisons between Canadian laws and those of other countries.
Mathematics Recognizes reasons for laws/regulations governing wages and deductions: e.g., minimum wage, income tax, C.P., U.I.C., health care deductions. Suggests other areas of personal finance where regulations might prove beneficial to the consumer: e.g., credit card interest, product advertising. Follows the news media in recognizing current consumer issues being debated by government at various levels.	Use a strategy such as instructional mediation (p. 25) to develop a generalization about rights and privileges: e.g., driving a car is a privilege that can be removed if one demonstrates inappropriate behaviour. Encourage students to contribute to a current events bulletin board, focusing on human rights.
Science Develops attitudes and selects personal behaviours that will: • protect and improve the environment • contribute to the safe use of technologies • promote personal health and the health of other members of society.	Community Partnerships Invite a guest speaker from an industry or business to outline the work-related regulations and how those regulations are designed to meet individual or group needs. Invite the mayor, reeve or representative to talk with the class about responsibilities expected of citizens and privileges that are available to citizens.
Occupational Courses Identifies rights and privileges of employers, employees and consumers in the workplace and in the community.	Have students organize a field trip to a police/RCMP station to observe procedures and interview individuals about responsibilities, rights and privileges of citizens.

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
Rights and responsibilities continue to change, and specific rights and responsibilities are associated with aspects of Canadian society	
• **Gathers, evaluates and discusses information related to rights and responsibilities associated with aspects of Canadian society**	
E • Summarizes legal rights and responsibilities associated with marriage, divorce and common-law relationships	Relates rights and responsibilities to need and fulfilment in a relationship and recognizes that meeting one's responsibilities requires a personal commitment. Recognizes the long-term nature of marriage responsibilities and considers the consequences of marriage and common-law relationships.
E • Outlines and describes situations where contracts are used and assesses personal and manufacturers' responsibilities regarding warranties and guarantees	Understands warranties and guarantees prior to making a specific purchase. Follows through to ensure warranties are honoured.
E • Identifies the elements of physical and sexual abuse and outlines ways to prevent abuse	Identifies and follows the conditions of contracts for selected purchases.
E • Identifies and lists options and resources available to the abused and the abuser	Reports suspected incidents of physical or sexual abuse/harassment to the appropriate authorities or "helping" agencies.
E • Summarizes the legal implications for and responsibilities of witnesses, the abuser and the abused	Recognizes the role of society and individuals in reducing social problems. Seeks advice and assistance in an abusive situation. Volunteers to assist physically/sexually abused individuals: e.g., crisis telephone service, youth shelter.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities
English Reviews human conflict situations from the literature and relates to personal experiences. Analyzes the influence of literature and media on consumerism. Mathematics Recognizes the need for a spending plan or budget that will help to accommodate the long-term and short-term needs of both partners in a relationship. Science Investigates the operation and repair of various thermal, mechanical, electrical and fluid technologies. Relates such investigation to conditions of the warranty or guarantee provided by the manufacturer. Evaluates the validity of manufacturers' claims about ingredients in familiar personal care and household products. Occupational Courses Identifies sexual abuse/harassment in the workplace and takes appropriate action. Identifies and uses work orders and bills of sale and service.	Have students list and share questions about marriage and divorce. Provide opportunities for students to gather/display data and discuss related information from a variety of sources and using various methods, such as libraries, newspapers, *Statistics Canada*, interviews with married/divorced individuals, discussions with senior citizens and presentations by social workers and lawyers. Community Partnerships Organize an abuse awareness day/week/month within the school. Focus on prevention and community resources. Develop and distribute posters to enhance student awareness and understanding of physical and sexual abuse, abuse crisis centres, etc. Have students identify and/or locate community/provincial services available to physically and sexually abused people: e.g., emergency telephone numbers, crisis centres and shelters. Invite speakers from the community to discuss marriage, divorce or physical/sexual abuse: e.g., social workers public health personnel police officer abuse hotline worker. Obtain contracts from local businesses. Discuss and compare these in class. Obtain credit card application forms from local businesses. Examine and discuss the advantages and disadvantages of specific sections to the consumer, manufacturer, retail outlet, etc.

THEME C: CAREERS: YOUR EMPLOYABILITY

KNOWLEDGE OBJECTIVES

THE GENERALIZATIONS AND KEY UNDERSTANDINGS, CONCEPTS AND FACTS LISTED WITHIN THIS TOPIC ARE PRESENTED AS AN OUTLINE OF THE REQUIRED CONTENT AND HELP TO ORGANIZE THE KNOWLEDGE OBJECTIVES. THE GENERALIZATIONS AND KEY UNDERSTANDINGS ARE THE MOST IMPORTANT KNOWLEDGE OBJECTIVES. THE CONCEPTS, RELATED FACTS AND CONTENT SHOULD BE DEVELOPED AND USED TO FACILITATE AN UNDERSTANDING OF THE GENERALIZATIONS AND KEY UNDERSTANDINGS.

GENERALIZATIONS AND KEY UNDERSTANDINGS	CONCEPTS	RELATED FACTS AND CONTENT
Students will be expected to understand that: • a positive, realistic self-image will contribute to employment success • learning is a lifelong process and may involve on-site training, upgrading and retraining using personal/community resources, and that knowledge, skills and attitudes learned in school can be transferred and applied to the working world • there are personal and social benefits of employment • effective management of one's earnings may contribute to quality of life • employment patterns continue to change due to a variety of circumstances • becoming increasingly aware of current affairs may help prepare individuals to select employment/career opportunities • rights, responsibilities and laws relate to the workplace, employees and employers	Students will be expected to develop an understanding of the following concepts: employability upgrading retraining jobs careers unions personal economics	Students will be expected to use the related facts and content to develop the generalizations, key understanding and concepts: Personal knowledge, skills and attitudes suitable for employment. Knowledge, skills and attitudes required for specific employment opportunities within the community, province and country. Community employment opportunities within the eight clusters of the Occupational Component. Continuing education opportunities in the community and at the workplace. Information about: - laws in the workplace - rights of employees/employers (e.g., unions) - responsibilities of employees/employers. Community employment information sources: - Workers' Compensation Board - Alberta Career Centres - Community Colleges - print/non-print media.

SKILL OBJECTIVES

Social studies skills are integrated in the Learning Objectives outlined in column 1, beginning on p. 52. The skills listed below are emphasized in this section. Students will be expected to develop the ability to use:

PROCESS SKILLS to organize information/material in preparation for a specific task.

COMMUNICATION SKILLS to complete a short written assignment individually or in a group.

PARTICIPATION SKILLS to interact and work effectively with others in a variety of group settings.

INQUIRY STRATEGIES to make decisions, consider alternatives and support their choices.

ATTITUDE OBJECTIVES

Social studies attitudes are integrated in the Learning Objectives outlined in column 1, beginning on p. 52. The attitudes listed below are emphasized in this section.

Students will be expected to:

- appreciate the contribution and value of work to self and society
- develop a commitment to continue to enhance social, emotional, ethical, physical and intellectual personal growth
- appreciate the quality of performance and products of self and others
- continue to develop an appreciation for enhancing knowledge, skills and attitudes to meet employment requirements in our changing society.

COURSE: SOCIAL STUDIES 16
CAREERS: YOUR EMPLOYABILITY

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that: A positive, realistic self-image will contribute to employment success • Uses critical/creative thinking skills to identify skills and attitudes needed for employment • Classifies employment skills into physical, communication and participation skills and relates these to personal attributes • Surveys employers, analyzes and displays data to determine similarities/differences among personal, peer and employer responses and draws inferences from data	Relates major areas of interest to occupational choice. Acquires training for employment in areas of interest. Evaluates personal attributes as interests and employment opportunities change. Prepares for a career by acquiring volunteer work and employment that will relate to a career choice: e.g., playground worker day-care aid gas pump jockey recreation leader/coach. Displays attitudes toward school and work that are valued by employers: e.g., works well with fellow employees or classmates completes tasks thoroughly in an appropriate amount of time. Selects employment that meets individual interests and needs. Chooses employment that realistically matches physical and academic abilities: e.g., one should be fairly strong to be a shipper/receiver one must receive an advanced diploma and attend university to become a teacher. Recognizes stress produced by mental and physical demands of school or employment and develops management techniques designed to reduce stress.

Related Applications Across the Curriculum	Suggested Strategies/Activities

English

Identifies language skills needed for successful employment and assesses personal application of those skills.

Mathematics

Recognizes the mathematical skills required in a variety of occupations and investigates related occupational opportunities within the local community.

Recognizes the importance of employment tests that may include mathematical computations.

Science

Recognizes employment opportunities that require knowledge of:

- mixtures/solutions and their use in personal care, home care and maintenance products (e.g., beautician, cook, custodial worker)
- thermal, mechanical, electrical and fluid technologies (e.g., service station attendant, appliance repair).

Identifies science-related career opportunities in the local community.

Relates personal strength, weight, endurance and cardiovascular health to the demands of available employment opportunities.

Recognizes and applies strategies of maintaining and improving personal health.

Occupational Courses

Identifies physical, mental and other demands of a variety of employment situations and relates these to personal abilities.

Provide opportunities for students to review the relationship between job satisfaction and interest. Refer to the Grade 9 Integrated Occupational Social Studies Program or contact a career counsellor and administer interest/employment inventories.

Have students write an advertisement designed to sell self to an employer. Address personal and interpersonal skills, attitudes and job skills.

Employability refers to knowledge, skills and attitudes that contribute to an individual being a desirable employee.

Provide opportunities for students to identify attitudes valued by employers, such as recognizing that:

- learning is ongoing
- success takes consistent effort
- one should be willing to start at the bottom and work up the career ladder.

Provide opportunities for students to identify social skills valued by employers:

- sharing the workload
- being friendly with public and co-workers
- solving conflicts using appropriate strategies
- practising specific skills independently
- asking questions when unsure
- attending seminars, workshops or training sessions when the opportunities arise.

Encourage students to record all tasks completed in one week and analyze each task in terms of physical and mental demands. Have students discuss which may be most difficult to cope with – physical or mental demands and determine coping strategies.

Community Partnerships

Invite a counsellor to address the class about personal interest, attitude and aptitude tests. Have the class complete appropriate inventories/tests and provide opportunities for the counsellor or the teacher to individually interpret results for students.

Provide opportunities for students to plan special school/community events, such as a food sale or a career day. Have students list the skills and attitudes observed in others that enhanced the event. Make a class list and discuss the physical and mental demands of the activity.

Have students arrange to spend part of a day shadowing an employee in a business that interests the student. Have students list specific attitudes and skills that contribute to the success of the individual. Share results with the class and develop a list of common attitudes and skills.

COURSE: SOCIAL STUDIES 16
CAREERS: YOUR EMPLOYABILITY

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
Learning is a lifelong process and may involve on-site training, upgrading and retraining using personal/ community resources and that knowledge, skills and attitudes learned in school can be transferred and applied to the working world • Develops strategies to prepare for employment and/or employment change • Identifies upgrading/retraining opportunities available within the community and summarizes the advantages/disadvantages of each for personal use • Distinguishes jobs from careers and identifies various career ladders • Writes a short report on an employment opportunity of personal interest; generates ideas through talk; revises draft copies of written materials using input from peers and teachers	Recognizes learning opportunities in a variety of settings: e.g., observing someone cook supper or prepare a special recipe listening to a parent explain something to a sibling or friend. Takes advantage of learning opportunities available within the community or on the job: e.g., on-the-job training job training seminars continuing education programs returning to school. Assesses extrinsic benefits of a job before making a final decision whether or not to accept the job. Upgrades skills to improve performance of tasks relating to a chosen hobby/ employment opportunity, etc. Uses appropriate upgrading methods for a given occupation. Takes an active role in upgrading employment skills independently: e.g., talks with others in the same field watches television programs that relate to the job enrols in continuing education programs that relate to the job. Relates job advancement possibilities while planning a career choice. Takes advantage of upgrading methods to ensure advancement throughout career. Applies critical thinking skills when making decisions about obtaining and using credit cards: e.g., evaluates the need for credit cards and the advantages/disadvantages of credit card ownership and use.
There are personal and social benefits of employment • Uses critical/creative thinking skills to identify personal/social benefits of employment, such as wages, vacation pay, contribution to society	
Effective management of earnings may contribute to quality of life • Gathers information about wages associated with employment opportunities of interest and develops a budget E • Evaluates advantages/disadvantages of credit card use and the influence the media has on credit card use E • Draws generalizations recognizing relationships among advertising and credit card use	

Related Applications Across the Curriculum	Suggested Strategies/Activities

English

Reads for the purposes of expanding vocabulary and knowledge, and refining writing and speaking skills.

Reviews and updates résumés and references at appropriate times.

Mathematics

Investigates different kinds of wages, gross pay, deductions, net pay.

Calculates net pay after determining deduction from tables and charts.

Determines cost of interest in using credit:
e.g., instalment plan purchases, credit card use.

Applies a problem-solving strategy when determining appropriate consumer decisions related to personal finance.

Occupational Program

Investigates the nature of a variety of employment opportunities by participating in community partnership activities.

Recognizes the advantages and disadvantages inherent in a variety of employment situations.

Recognizes the ongoing requirements and opportunities to climb a variety of career ladders.

Identifies career potential in a variety of employment areas and lists specific jobs within each area.

Identifies and shares with classmates informal learning opportunities apparent in the community partnership workplace situation:
e.g., observing employees at work while changing a tire, pricing items at a grocery store.

Completes credit card transactions at the workplace.

Have students prepare a classroom presentation about an ideal employment situation – real or imaginary by – outlining benefits; preparing a poster to advertise the job; creating a specific name for the job; outlining the mental/physical demands, the training required and the lateral/vertical movement possible.

Have students identify jobs and careers within the community. Assist students to recognize career ladders and distinguish between careers and jobs.
job – specific duties and related skills. Lacks vertical movement
career – transferable duties and related skills. Includes vertical and lateral movement.

Provide opportunities for students to outline general criteria used for advancement in the workplace, such as seniority, effort, education, skills, productivity and initiative.

Have students use locating and gathering skills to investigate jobs and list the benefits of each:
e.g., time off, paid sick days, pension plans, dental plans, wages, money to invest in savings, RRSPs and investments. (See *Teacher Resource Manual*: Process.)

Organize a rating system for services provided by students and teachers where teachers and students pay for each service; e.g.,

STUDENT RATES	TEACHER RATES
1 Worksheet = $2.00	Mark 1 Worksheet = $6.00

Part 1: Give students unlimited credit or spending capability. Assign a student each day to record income and expenditures of students for five days.
Part 2: Give each student $20.00 in "monopoly money". Tasks are completed on a cash basis only, for a total of five days. Have students organize and display data on charts, graphs, etc., and develop a generalization about credit use.

Community Partnerships

Provide opportunities for students to interview employees working in areas of interest to gather information about benefits, stress, lateral/vertical movement, etc.

Have students organize a heritage day and list knowledge that is learned informally or needs to be taught formally:
Informal learning: discussing with friends and neighbours to gain insight into their ethnic background, observing types of food being served in a restaurant.
Formal learning: investigating dress and food of various ethnic groups using a library, visiting a museum or attending ethnic classes at a university.

Provide opportunities for students to share formal and informal learning experiences about their work-related community partnerships.

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
Employment patterns continue to change due to a variety of circumstances	Uses all sources of information available within the community when seeking part-time or full-time employment: e.g., government and private career centres bulletin boards newspapers.
Becoming increasingly aware of current affairs may help prepare individuals to select employment/career opportunities • Locates sources of information on employment and employment opportunities in the community • Classifies and charts employment opportunities into the eight clusters of the Occupational Component • Identifies recently created employment opportunities in the community • Interprets graphs, charts, tables and diagrams to gather information about community, provincial and national employment trends • Predicts future employment opportunities and changes	Creates self-employment opportunities by applying transferable skills: e.g., mows lawns, washes cars, cleans yards, paints fences. Predicts future job needs of the community and formulates strategies for attainment. e.g., Gains sales experience in preparation for employment in a shopping centre under construction. Gathers information to enhance knowledge about forestry in preparation for employment in an expanding forestry industry. Researches employment opportunities on an ongoing basis in order to acquire employment that meets changing individual needs. Recognizes the importance of local radio stations, television and newspapers as sources of information on new industries and possible jobs/careers. Reviews sources of employment information on a regular basis.

Related Applications Across the Curriculum	Suggested Strategies/Activities
English Investigates employment opportunities through guest speakers and study of the classified section of the newspaper.	Encourage students to share employment experiences through discussion or by reporting orally or in writing. (See *Teacher Resource Manual*: Communicating.)
Mathematics Considers wage scales and gross earnings/deductions/net earnings for a variety of employment opportunities.	Brainstorm and discuss with students entrepreneurial activities that students could become involved in, and the related skills: e.g., cleaning eavestroughs and houses washing windows painting baby-sitting and pet-sitting walking dogs mowing lawns.
Science Recognizes entrepreneurial and other employment opportunities in areas related to: • personal health and fitness • technology repair, sales and services • environmental care.	Encourage students to bring local newspapers to class to identify new jobs within the community or province and predict future employment opportunities: e.g., a new store being built may require, cashiers, salespeople, shippers/receivers, etc.
Occupational Courses Investigates and considers employment and entrepreneurial opportunities in each occupational course through a broad spectrum of community partnership activities.	Consult the yellow pages of the telephone book and compile a list of businesses within the community of interest to students. Classify these according to the type of business (service, manufacturing, selling), the skills necessary, future job opportunities, etc.
	Community Partnerships Invite personnel from Canada Manpower or Hire-a-Student to discuss employment information sources and search strategies.
	Invite the mayor or a member of the Chamber of Commerce to address the class and describe: • new industries/businesses that may be moving into the area • ways of being informed about industrial/business change within the community.
	Provide opportunities for students to identify and classify employment opportunities into the eight occupational clusters identified in the Occupational Component of the Integrated Occupational Program. e.g., Agribusiness, Business and Office Operations, Construction and Fabrication, Creative Arts, Natural Resources, Personal and Public Services, Tourism and Hospitality, and Transportation.

COURSE: SOCIAL STUDIES 16
CAREERS: YOUR EMPLOYABILITY

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
Rights, responsibilities and laws relate to the workplace, employees and employers	Identifies rights, responsibilities and laws that relate to a majority of employment opportunities, and those that are job specific.
• Gathers, organizes and summarizes information from a variety of sources that relate rights, responsibilities and laws to the workplace	
• Identifies specific rights and responsibilities associated with the workplace, employees and employers	Recognizes and follows informal rules associated with the workplace.
• Identifies formal and informal laws/rules associated with the workplace	
E • Prepares an oral or written report on unions including brief history, need for, advantages/ disadvantages	Recognizes the appropriate procedures involved to report suspected human rights infringements.
E • Evaluates the purpose of unions, forms an opinion about unions and defends personal opinion	Respects and displays an understanding of the rights of others in all situations.

Related Applications Across the Curriculum	Suggested Strategies/Activities
General Recognizes and respects the rights of teachers and other students in school.	Provide opportunities for students to gather and report on information relating to rights, responsibilities and laws in the workplace: e.g., the Individual's Rights Protection Act (IRPA) the Workers' Compensation Board. Students may focus on discrimination, employment interview questions, employment for people under 18 years of age, advertising for jobs, prejudice, stereotyping and sexual harassment, etc., throughout their investigations.
English Writes letters of opinion to the media to express concerns about human rights protection and related issues in the workplace.	Encourage students to use telephone books, libraries, newspapers, magazines, community organizations, interviews, television and radio to collect information.
Occupational Courses Identifies and compares formal and informal laws/rules specific to employment opportunities in the eight clusters identified in the occupational component.	Have students bring to class for discussion newspaper and magazine articles about laws at the workplace.
Recognizes the rights and responsibilities associated with specific employment experiences.	Schedule time for students to develop bulletin board displays focusing on human rights protection in the workplace.
	Provide opportunities for students to identify procedures necessary to express their views about human rights infringements.
	Refer to the *Teacher Resource Manual,* Theme C for additional materials and suggestions.
	Community Partnerships Invite a guest speaker from an industry or business to outline the work-related regulations and how those regulations are designed to meet individual or group needs.
	Obtain information from an organization that focuses on legal, employment or human rights. Select specific topics relevant to the circumstances of students. Distribute materials and have students prepare for discussion: e.g., Alberta Human Rights Commission Legal Aid Society.
	Invite representatives of a variety of employers in the community to present information about formal and informal laws/rules related to their business, industry, etc.

LEARNING OBJECTIVES	Related Life Skills
Students will be expected to understand that:	
E Knowledge about the physical community will enhance one's ability to select and retain employment • Reviews and uses urban/rural maps to locate places of employment and sources of employment information • Interprets and uses map legends/symbols on a variety of maps • Locates places and features using grid systems, such as latitudes, longitudes or letter key systems • Interprets relationships among locations of cities, water bodies, continents and countries when discussing current events • Constructs simple maps of areas to show geographic relationships, such as a map portraying a route from residence to school to the workplace	Estimates the location of an unfamiliar address. Provides directions to tourists. Identifies residential, retail and industrial areas of an urban centre. Selects appropriate modes of transportation. Identifies routes and uses public transit in urban centres. Locates highways, recreational areas, transportation routes, geographical features, etc., on municipal district maps. Uses township maps to locate specific rural addresses. Locates parcels of land based on legal land descriptions.

Related Applications Across the Curriculum	Suggested Strategies/Activities
English Converts visual information to verbal form: e.g., gives directions to a movie, restaurant, or recreation centre to friends. Interprets visual information on schedules, charts and diagrams to identify public transportation routes, etc. Mathematics Applies knowledge of geometric line relationships (e.g., parallel, horizontal, vertical, perpendicular, intersecting) and angle measure to mapping skills. Interprets the scale of a map. Uses map coordinates to locate points on a city street map. Quantifies/orders numbers and distinguishes between even and odd numbers in locating addresses on a city map. Occupational Courses Creates and uses visual graphics as they apply to the measurement, layout and design of projects. Identifies locations of job opportunities in the community and across the province. Recognizes the potential for employment and entrepreneurial activities in a variety of geographical areas.	Review rural/urban geography as needed for students to interpret and use provincial, municipal and urban maps to locate specific addresses and employment areas. Refer to *Integrated Occupational Social Studies Program, Grades 8 and 9*, and the *Teacher Resource Manual* for additional assistance. Distribute urban/rural maps to students and complete a variety of activities to increase student ability to use maps and locate specific addresses. Teachers are encouraged to use maps of areas where students will likely obtain employment after graduation. Activities may include the following. Have students: • identify an employer • locate their residence on a map and describe or demonstrate the most appropriate transportation route • develop and assess alternative routes and transportation systems • determine whether relocating to a residence may be appropriate by comparing costs, time, other conveniences. Have students complete mapping activities in relation to current events and to promote global awareness. Community Partnerships Have students organize field trips to neighbouring rural/urban areas. Develop activities where students would locate major areas and specific addresses using public transit or other transportation systems. Provide copies of maps for students to identify and locate bus, train, airplane, etc., routes in Alberta or throughout Canada.